



CR4YR Intermediate

Touchback Session

May 2, 2016



Today's Plan

1:00-1:30

Literacy Inventory

1:30-2:00

Breakout Session 1

2:00-2:30

Breakout Session 2

Break

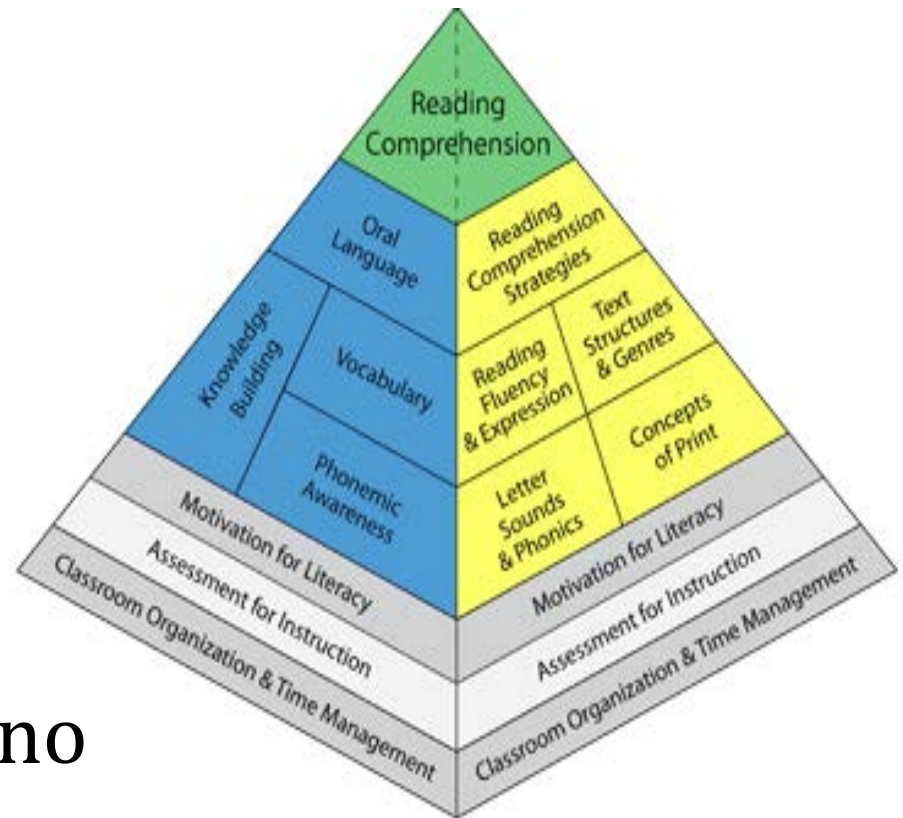
2:30→

School Team Time



Literacy Inventory

- What it is ?
- Why it is useful ?
- Examples from Westview and Capilano



Literacy Inventory



Capilano Elementary

North Vancouver School District



Literacy Inventory



Westview Elementary North Vancouver School District

GRADE 7 SEVEN

	Assessment	Motivation	Letter Sounds and Phonics	Phonemic Awareness	Concepts of Print
7		1.) respond to text in personal, creative and critical ways 2.) recognize how language constructs personal, social, and cultural identity 3.) recognize and identify the role of personal, social, and cultural contexts, values and perspectives in text	1.) recognize and appreciate how different forms, structures and features of texts reflect different purposes, audiences and messages	1.) recognize and appreciate how different forms, structures and features of texts reflect different purposes, audiences and messages 2.) recognize how language constructs personal, social and cultural identity	1.) recognize and appreciate how different forms, structures and features of texts reflect different purposes, audiences and messages 2.) recognize how language constructs personal, social and cultural identity 3.) recognize and increasing range of text structures and how they contribute to meaning
7	RAD Ongoing teacher assessment	Read Aloud Book Talks Lit circles			Non-fiction reading strategies from Reading Power Non-fiction text features Fiction text features



Literacy Inventory

LITERACY INVENTORY - READING

K	<u>Assessment</u>	<u>Motivation/Engagement</u>	<u>Letter Sounds and Phonics</u>	<u>Phonemic Awareness</u>	<u>Concepts of Print</u>
COMPETENCIES		1.use play and other creative means to discover foundational concepts of print, oral and visual texts 2.engage actively as listeners, viewers and readers to develop understanding of self, identity and community	1.begin to use language to identify, create and express ideas, feelings, opinions and preferences 2.use play and other creative means to discover foundational concepts of print, oral and visual texts	1.begin to use language to identify, create and express ideas, feelings, opinions and preferences 2.use play and other creative means to discover foundational concepts of print, oral and visual texts	1.use play and other creative means to discover foundational concepts of print, oral and visual texts 2. recognize basic structures and organization of text



Breakout Sessions

North side of the Room

Grade 6 and 7 teachers

South side of the Room

Grade 4 and 5 teachers

Administrators and Non-Enrolling Teachers

Please spread out between the two groups



Comprehension Strategies

- Summarizing
- Self-regulating
- Making meaningful connections
- Inferring

Good Readers Use
metacognition
determining importance
visualizing
SYNTHESIZING
inferring
QUESTIONING
To Understand Text

schema
CONNECTIONS



Comprehension



- What's working?
- What have we tried?
- Where are we stuck?
- What have we changed?
- How have the students responded?



Engagement and Motivation

Reading must be an endeavor that:

- has personal value to students
- students see themselves as capable of doing
- is free from anxiety
- is modeled by someone they like, respect, trust, and want to emulate

(Miller, 2009)



Developing the *Will* to Read

- To be engaged readers, students must recognize the *value* of reading **and their own potential as readers.**
- Motivation is *essential* to becoming a proficient and lifelong reader.
- Non-effective readers see reading as an entirely school-based activity with no impact on their present or future lives.



Student Motivation for Reading

Students *are* motivated when they can do the following:

Choose their own books to read

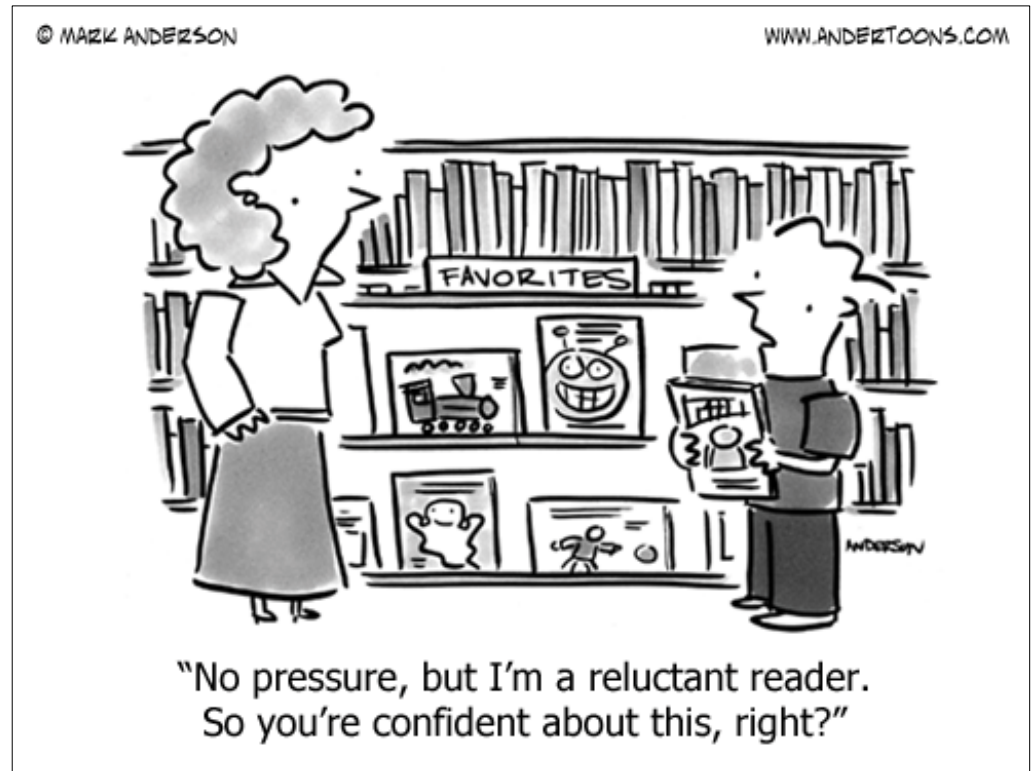
Read series books

Talk about books with others

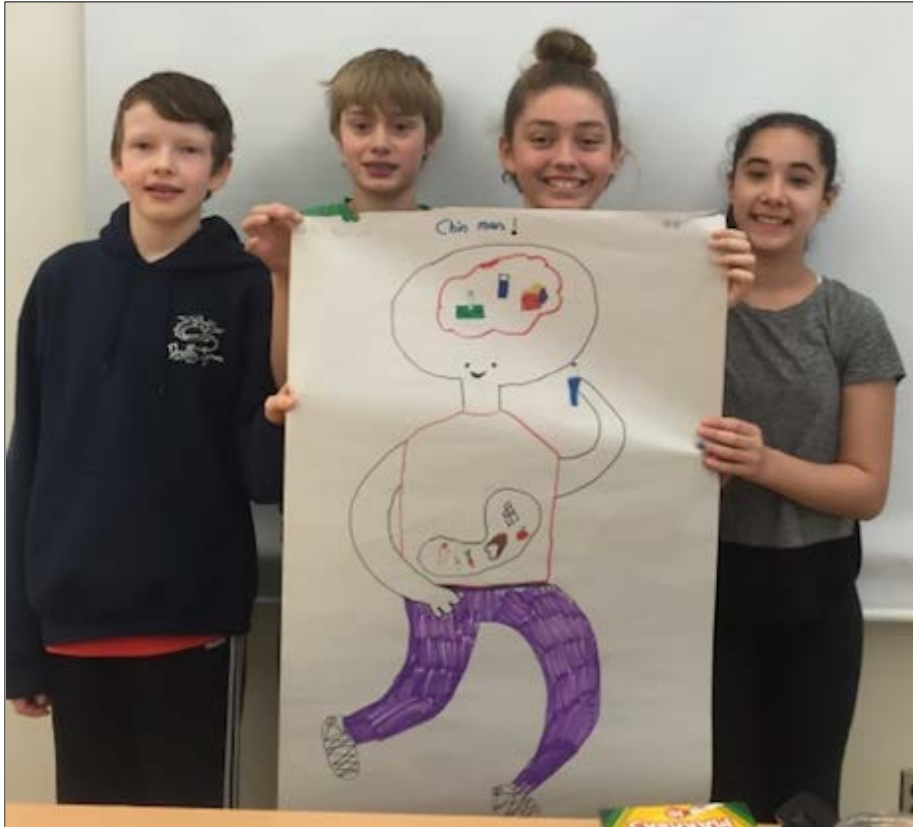


Engagement

- How do you hook the kids with this book?
- Do you use any supplemental materials with this book?
- What do your students like about this book?
- How can this book promote inquiry?



CR4YR in the Classroom



- Cross-curricular thematic unit on health analyzing influences on personal health decisions
- Focus on information texts, visual texts, and subject specific vocabulary



CR4YR in the Classroom

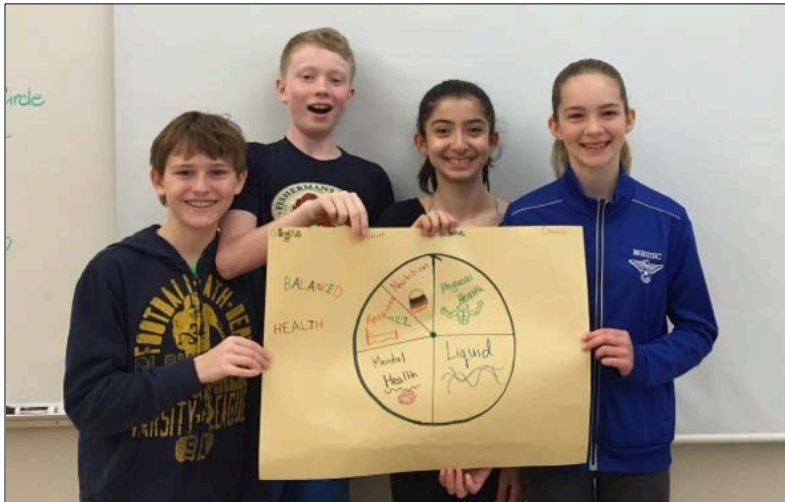
Task: Create a model that represents balanced health



CR4YR in the Classroom

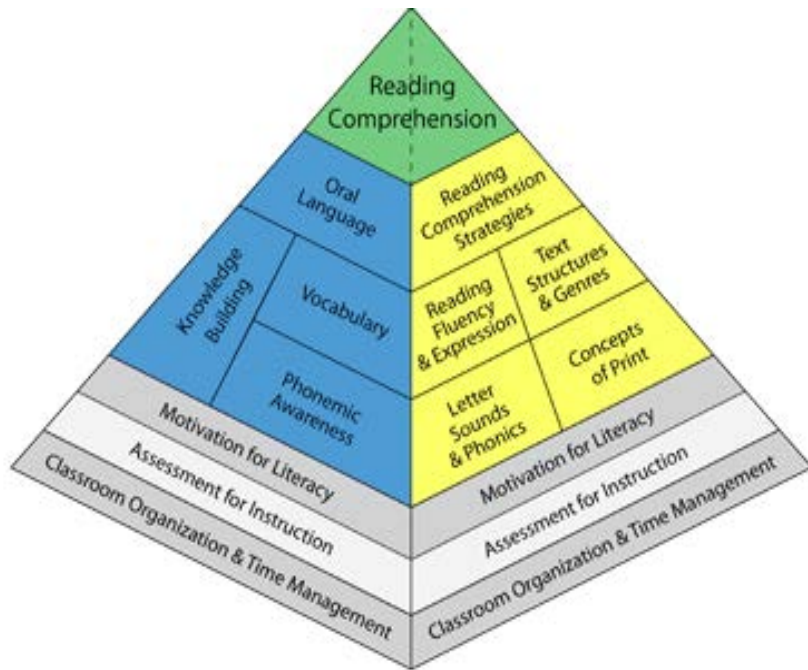
“Good teachers are able to weave a complex web of connections between themselves, their subjects, and their students, so that students can learn to weave a world for themselves.”

(Parker Palmer, 2015)



School Team Time

Reflect on your CR4YR experience overall...



- What is working?
- What is not working?
- Where are you going from here?
- What are the connections with your school literacy plan?



Literacy Resources

<https://cr4yr.ca>



 **LITERACY 44**
everyday strategies to enhance
literacy in the classroom

<http://literacy44.ca>



Next year...

