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COMMISSION SCOLAIRE FRANCOPHONE TERRITOIRES DU NORD-OUEST

Special Bulletin - LITERACY

THE CSFTNO'S LITERACY FRAMEWORK

Literacy skills—which include oral communication, reading and writing—are key factors for school success. Consequently, the Commission scolaire francophone des Territoires du Nord-Ouest (CSFTNO) attaches great importance to teaching those skills.

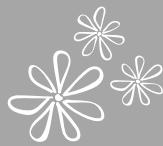
To guide teachers in making educational choices and to ensure that skills are worked on cohesively in every subject from one grade to another, we have developed a literacy framework—a document that explains the fundamentals for teaching literacy skills, namely the principles and practices to be utilized in order to create the best learning conditions possible for our students. These principles and practices have been chosen because they are supported by research in education.

Pair Reading

Grades 1/2

(ÉASC)



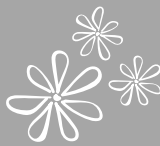


THE CSFTNO'S LITERACY FRAMEWORK *(continued)*

For comprehension (reading and listening) and for expression (writing and speaking), we teach a process that includes:

- A preparation phase to determine intent by asking why we read, write and communicate. In this phase, we also identify the knowledge and skills we already have that will help us complete tasks;
- A performance phase, where we apply the knowledge and management strategies; and
- A review phase to assess performance, improve production and broaden understanding.

We use explicit teaching for each of these components. The teacher begins by modelling how the strategies and skills are used. This is followed by guided or shared practice, during which students receive feedback from the teacher as they apply the strategies and skills. Lastly, the students apply the strategies independently. At this stage, they no longer require the teacher's support because they have mastered the strategies.



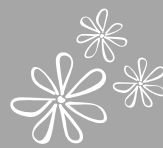
BEST PRACTICES: BALANCED LITERACY AND THE DAILY FIVE

For students to be successful, planning for teaching must include all of the components—oral communication, reading and writing—in addition to vocabulary and grammar study.

One of the strategies used for that purpose is the Daily Five, a structure developed by Gail Boushey and Joan Moser. The teacher chooses and holds activities such as listening to reading, reading to self, reading with someone, writing and word work. The students then complete these tasks on their own in order to improve their skills. While the students are busy, the teacher takes turns meeting with small groups or confers with individuals to work on skills as required.



Daily Five - Word Study
Grade 5/6 - ÉB



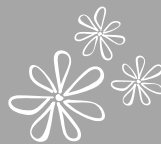
BEST PRACTICES: JOINT PLANNING AND PROFESSIONAL LEARNING COMMUNITIES

The CSFTNO has been working with a consultant for a few years now to develop literacy skill teaching units from junior kindergarten to Grade 6, based on the professional learning community model. Each unit is developed around a type of text and sets out for each level the strategies, skills and knowledge to be taught in order for students to understand the texts they read. Teachers begin by modelling the content, after which they lead their students through guided practice, during which they provide feedback before finally having the students complete the tasks independently. This approach ensures consistency between teaching and testing. It also provides for continuity between grades in developing and enhancing reading skills.



Learning Sequence

Grade 5/6 - ÉB

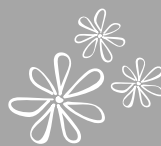


BEST PRACTICES: JOINT PLANNING AND PROFESSIONAL LEARNING COMMUNITIES *(continued)*

Professional learning communities are based on structured collaboration among teachers, who discuss the impact of teaching practices on student success. For example, teachers will meet regularly to discuss student success through their observations of tasks completed in the classroom. They discuss practices that are working well and collectively come up with ideas to support students who need more help so they can improve. John Hattie, a leading education researcher, described this professional strategy as having a major impact on student success.



Learning Sequence - Grade 1/2 - ÉB



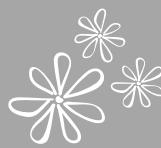
BEST PRACTICES: GUIDED READING

As its name indicates, the teacher leads students in guided reading so they can become independent users of reading skills and strategies. Tasks are completed by students, who are placed in small groups according to their skills. This approach allows the teacher to tailor activities to the students' level, to directly observe their degree of proficiency and to provide tailored support if necessary. Besides teacher observations, to determine how students will be grouped, we also use the GB+, a tool for assessing reading levels in one-on-one interviews with students.

The Northwest Territories' Department of Education and the school boards have developed a guided reading program that includes all of the strategies and skills to be developed in readers from Grade 1 to Grade 3. Each lesson is devoted to one or two reading strategies and skills. Once students have completed the program, the guided reading principles continue to be used, with material suited to the students' level chosen by the teacher in order to work on the strategies and skills that need to be developed.



Guided Reading - Grade 2 - ÉASC



BEST PRACTICES: AUTHENTIC COMMUNICATION SITUATIONS

Providing students with authentic communication situations to motivate them and to engage them in tasks is a win-win practice. This approach is the focus of the #RadioBoréale initiative, the brainchild of Pierre Cook at École Boréale in Hay River. Students in different grades are encouraged to write texts and then share them via podcasts. The podcasts are then broadcast publicly on platforms such as Spotify and YouTube.

BEST PRACTICES: FRANCIZATION

Development of oral communication skills in French is important for our students to succeed, especially those from bilingual backgrounds. Beginning in junior kindergarten, we use a variety of strategies, such as play-based exposure to language, visual aids, specialized material and individual/subgroup instruction to help students learn French.



Francization

Junior Kindergarten/Kindergarten

ÉB