

# Literacy Inquiry Groups/Collaboration Teams

Victoria

Oct 7, 2021

Session #1

Faye Brownlie

# Our work together

- Work in collaboration with a school-based team and with other school-based teams
- Choose a focus question for your inquiry – personal or school team
- Choose a wonder child – your own or a shared child
- 45-1 hour each session of presentation on evidence-based literacy practices
- Try practices new to you and notice their impact on your learners, specifically on your wonder child
- Have plenty of time to collaborate with your team and to hear from other teams
- Leave each session with a plan of action

# Today's Plan

- Community building and conversation around context and content
- Inclusive, evidence-based literacy practices
- Spiral of Inquiry:
  - Where are we now?
  - What do we want to learn more about? ... Forming a question.
- Making a plan
- Case Study Cover Sheet and reading artifact
- Reporting out

# Relationships Count!

- Who are you?
  - What brought you to this series?
  - What are strengths you bring as a team?
  - How will I remember you?
  - What are you hoping to learn in our time together?
- 
- 5 minutes😊



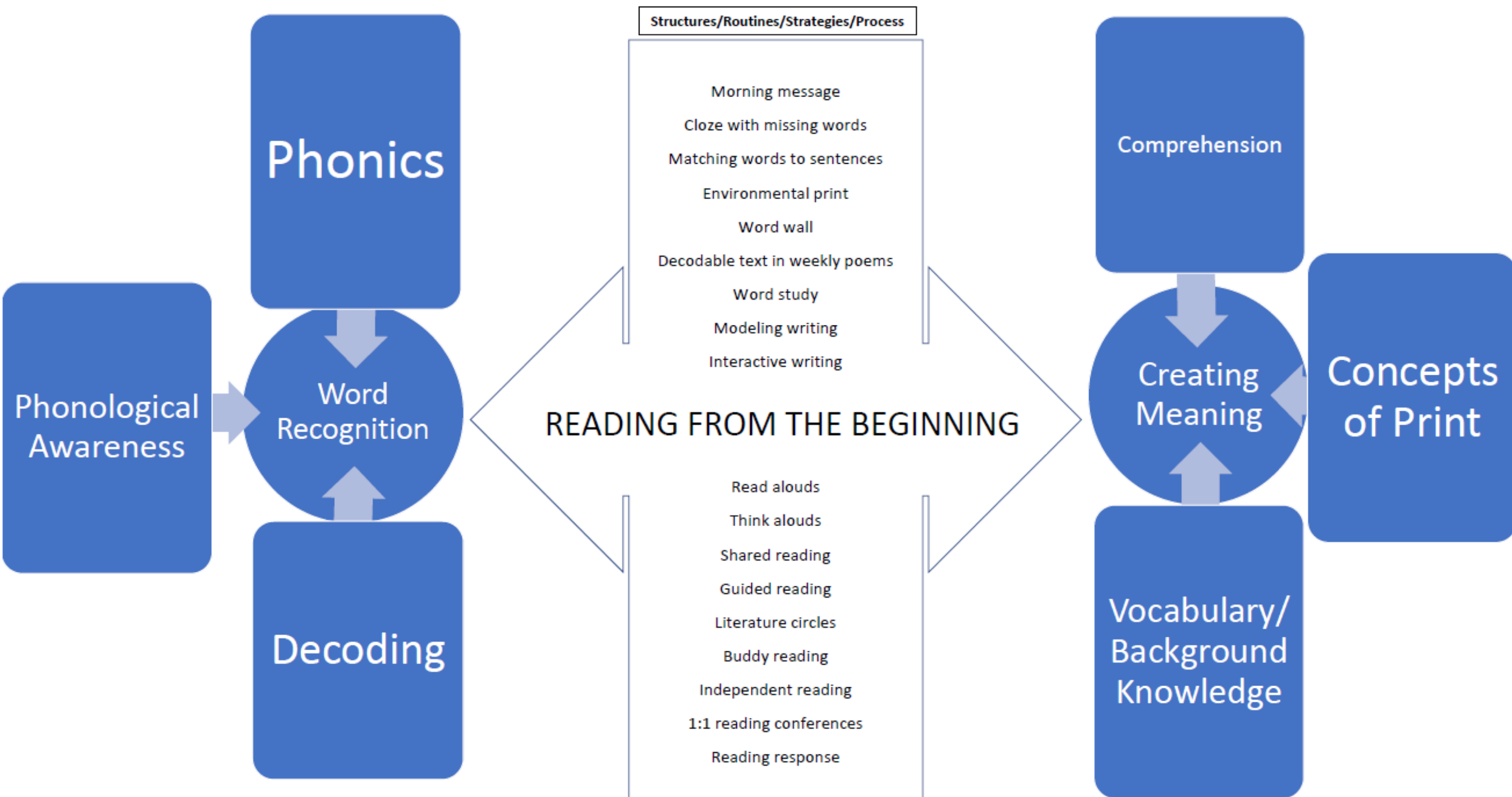
# **A Literacy Focus: *Developing a Mental Model***

Literacy is the ability and willingness to make meaning from *text* and express oneself in a **variety of modes and for a variety of purposes.**

Literacy includes **making connections, analyzing critically, comprehending, creating, and communicating.**

B.C. Ministry of Education, 2017





## WORD RECOGNITION

### Goals:

Automaticity: increasing number of sight words  
Increasing fluency to support comprehension  
Understanding words enables a focus on thinking and understanding

## Phonological Awareness

Matching sounds  
Segmenting  
Blending  
Word families:  
- Addition  
- Deletion  
- Substitution  
Rhyming  
Syllables  
Compound words

## Phonics

Individual consonants  
- first/last/medial  
Short vowels  
Consonant blends  
Consonant digraphs  
- ch, sh, ph, th, wh,  
- ng  
Long vowels  
- CVCe, CVVC, CVC  
R controlled vowels  
Diphthongs and other vowel patterns

## Decoding

Self-regulation  
MSV:  
- does this make sense?  
- does this sound right?  
- does this look right?  
In context  
Using picture clues

## CREATING MEANING

### Goals:

Understanding  
Joy  
Expanding our world

## Comprehension

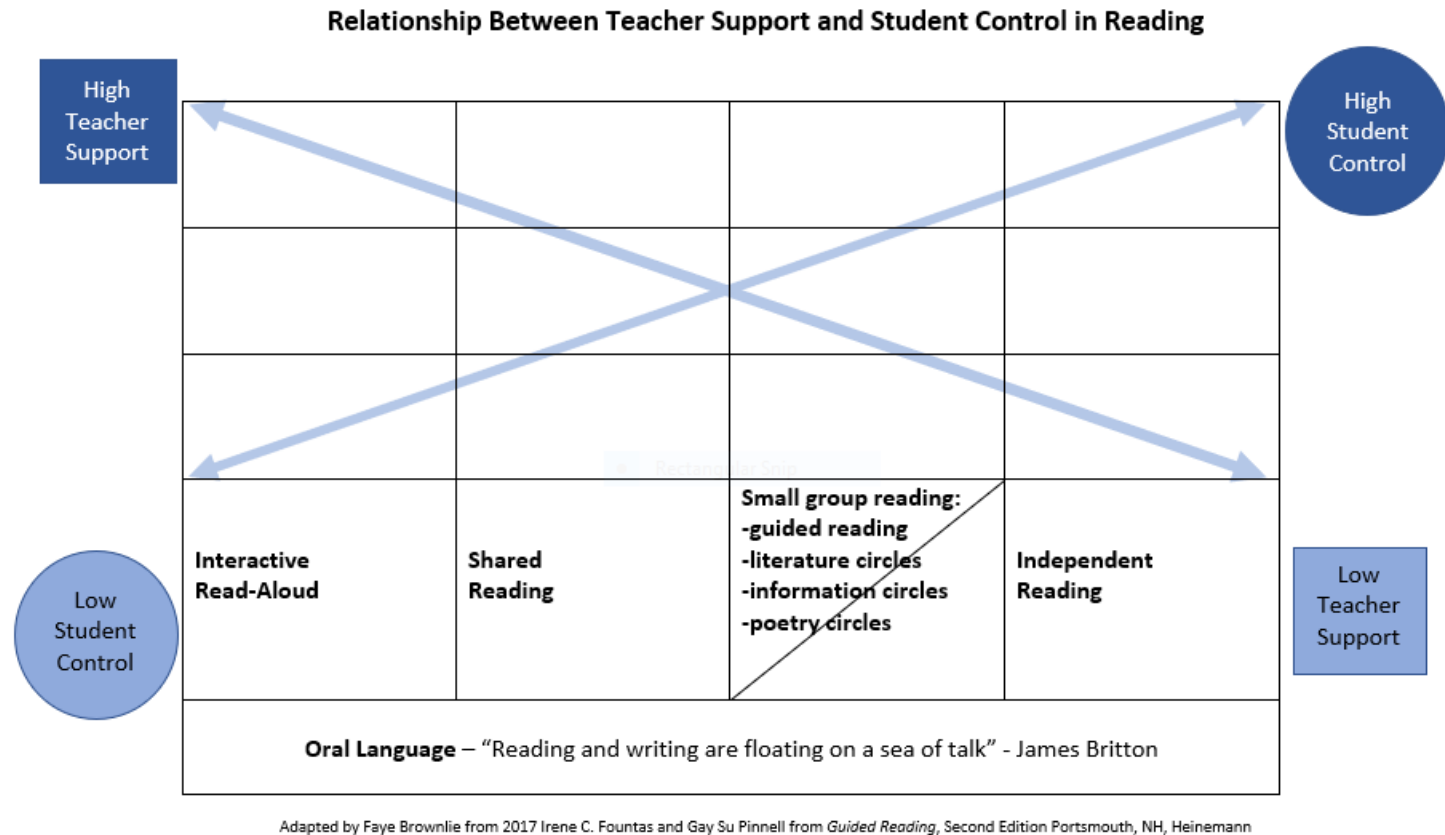
Telling a story from pictures  
BME  
Retelling information from a non-fiction text  
Retelling a story  
Connects personal feelings/ emotions  
Links background knowledge to text  
Makes inferences, predictions, comparisons

## Vocabulary/ Background Knowledge

Miscue substitutions make sense  
Miscues mirror speech patterns  
Oral language grows beyond subject-verb-object sentences to include adjectives, adverbs, dependent clauses – into more book language  
Develops language to describe experiences  
Cultural and family knowledge

## Concepts of Print

Holds a book correctly  
Reads left to right  
Turns the page  
Differentiates pictures from words  
Points to some words  
Differentiates letter, word, sentence  
Reads simple pattern books or poems from memory  
Matches voice to print



Literacy is the ability and willingness to **make meaning from text** and express oneself in a variety of modes and for a variety of purposes. Literacy includes **making connections, analyzing critically, comprehending, creating, and communicating**.  
 B.C. Ministry of Education, 2017

It's all about making meaning. All the subsets of reading— fluency, decoding, vocabulary development — are important in how they help the reader derive meaning from text. All aspects of writing — from letter-sound relationship to the construction of sentences and the use of vocabulary are based on communicating.

# Who are my learners?

- Performance-based reading assessment
  - Using performance standards
- Writing samples
  - Using performance standards
- 1:1 writing conferences
- 1:1 reading conferences
  - Choice text
  - Assigned text
- Observation
- Conversation
  - 1:1 and small group phonics and phonemic awareness tasks
  - Focus on thinking, communication, interests, friends
- Work samples

# Classroom Profile - Literacy

(adapted from Brownlie & King, 2011)

Classroom Strengths

Classroom Stretches

Interests

Goals

Decisions and Strategies/Structures

Individual Concerns

Comprehension	Vocabulary / BK	Joy and Choice	Fluency / Decoding	Other
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# Talk Time!

- What resonates with you?
  - What connects to your practice?
  - What is challenging to do with your learners?
  - What do you wonder about?
- 
- 15 minutes



**In the Classroom**

# Word Study – in gr 4/5 – Erin Reid, Mentoring Support Teacher, Early Literacy Focus, Coquitlam

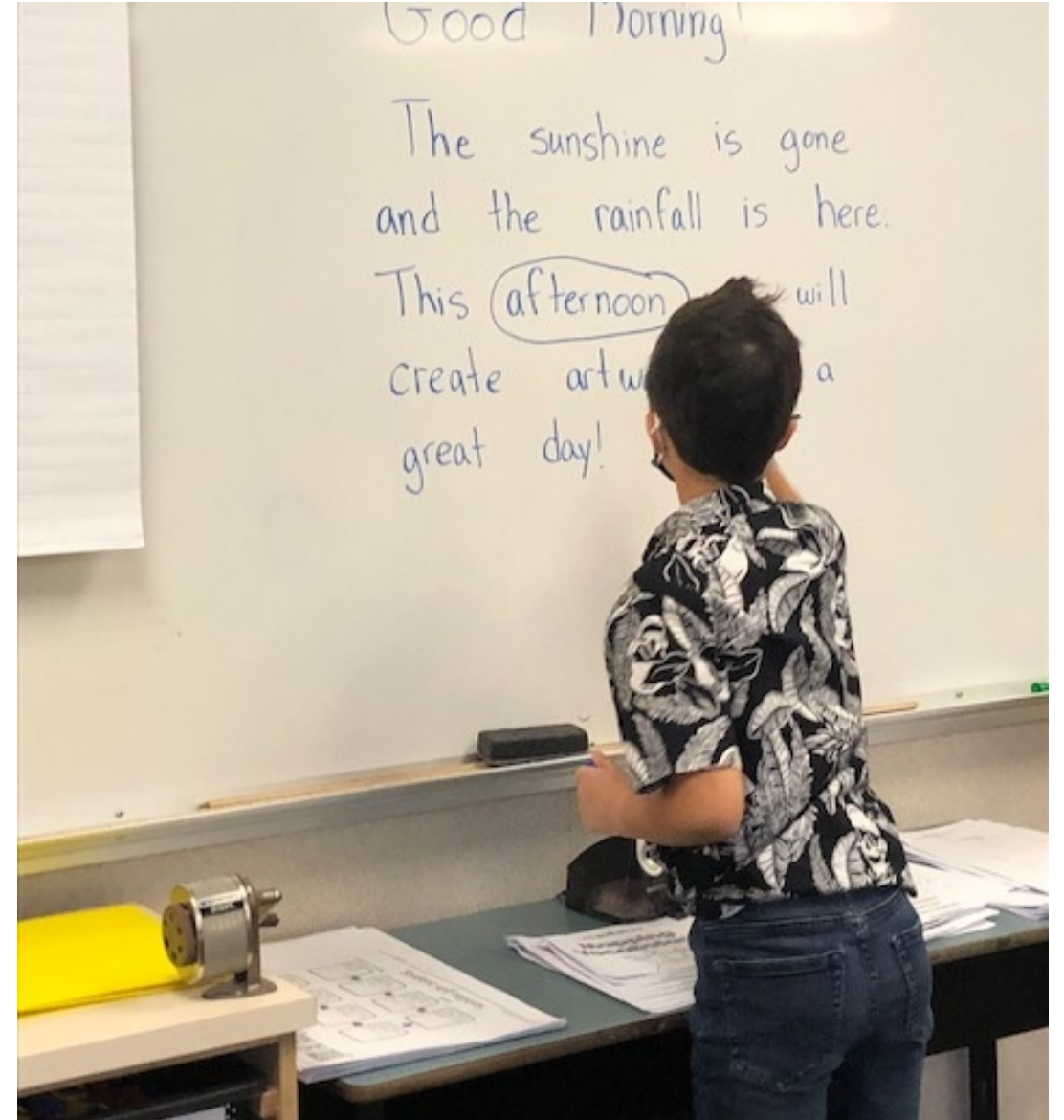
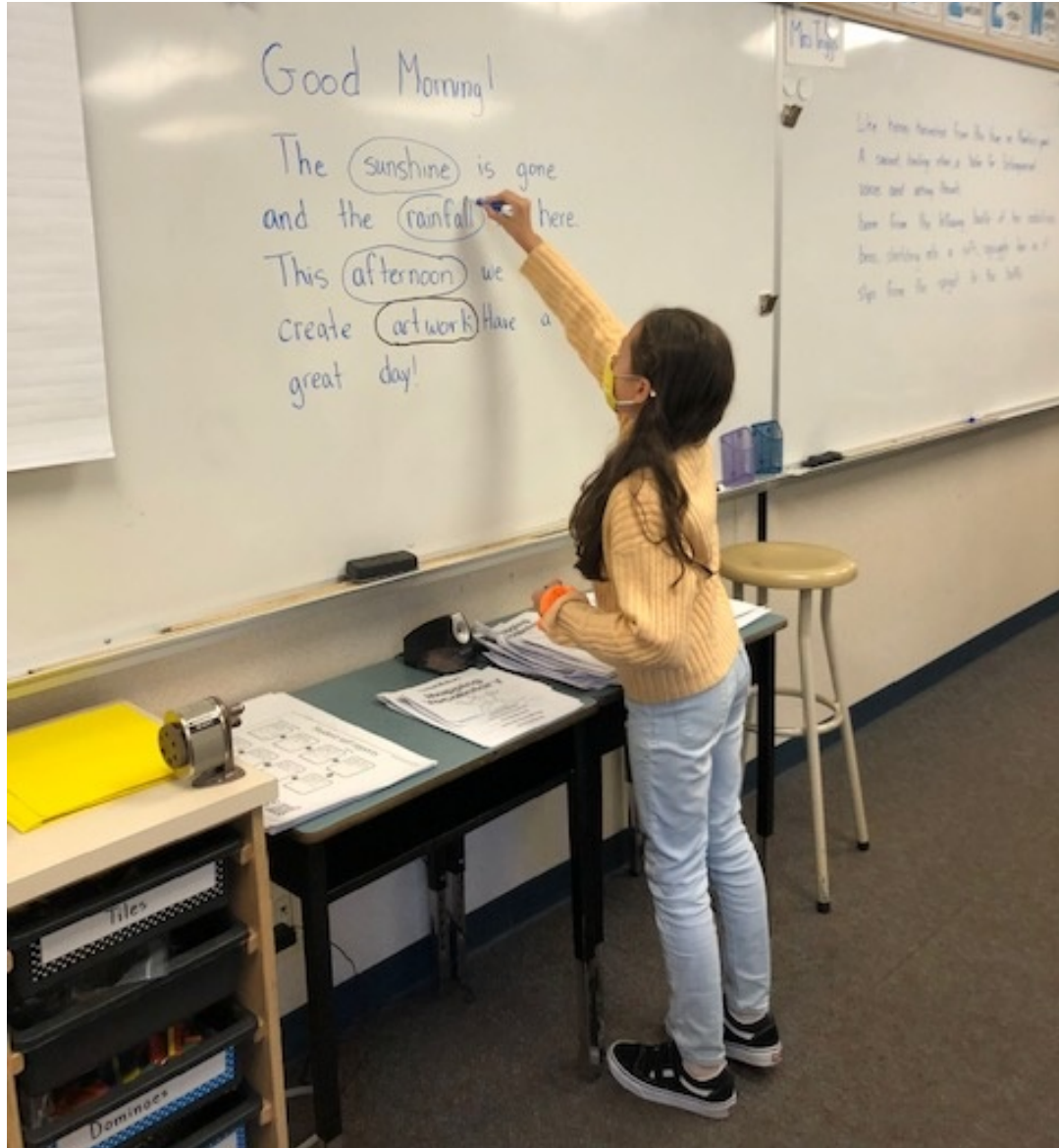
- Within text
  - Phonological awareness, phonics and decoding to build vocabulary
  - Whole class teaching
  - Differentiation embedded
- 
- The first First People's Principles of Learning describes learning as **holistic, reflexive, reflective, experiential, and relational**.



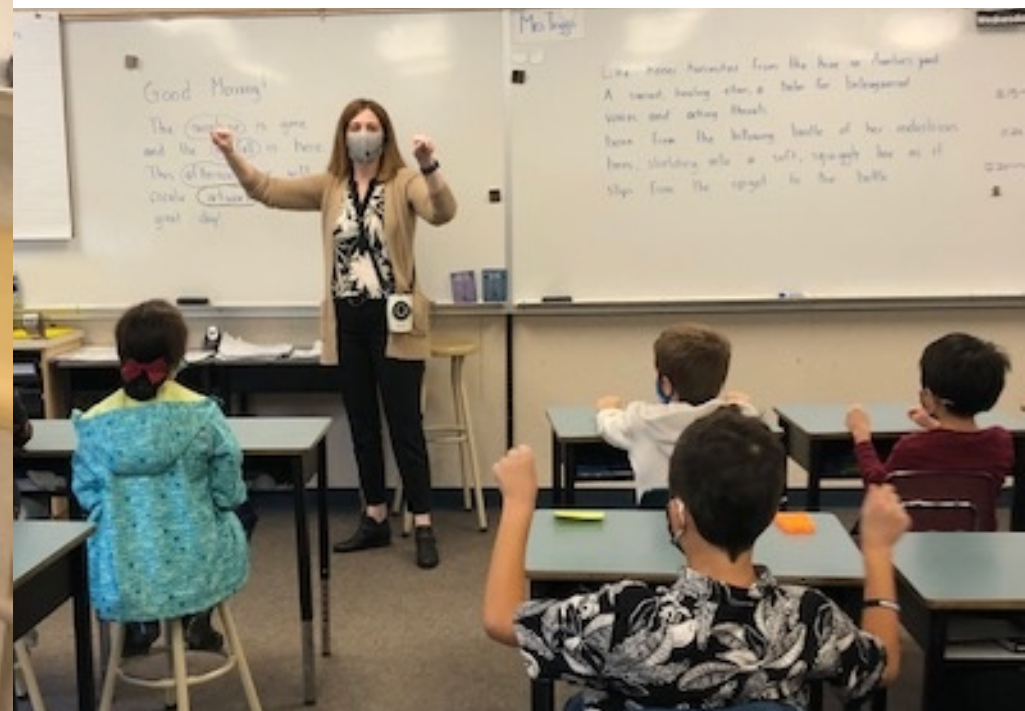
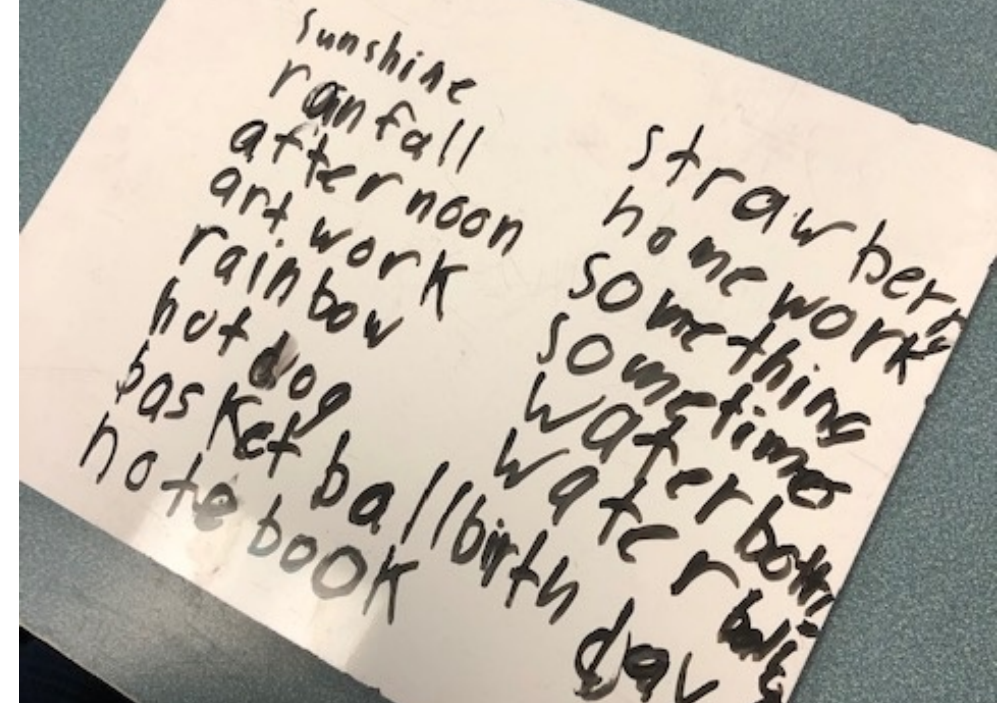
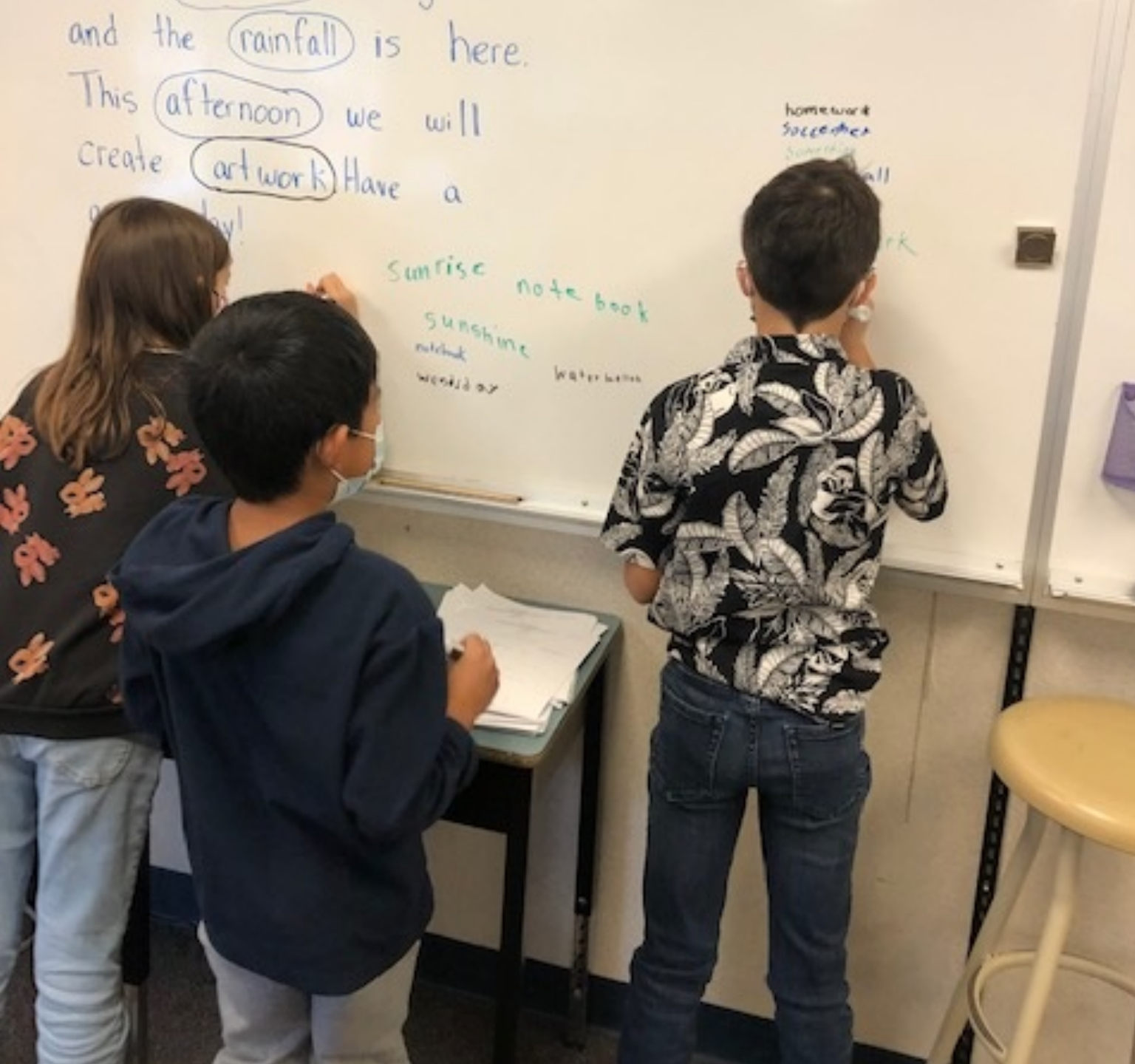
# Word Study

Supports students to:

- Investigate and understand the patterns in words and their relationships
- Develop strategic word knowledge
- Improve spelling and writing
- Improve decoding while reading









# MAGNIFICENT HOMESPUN BROWN



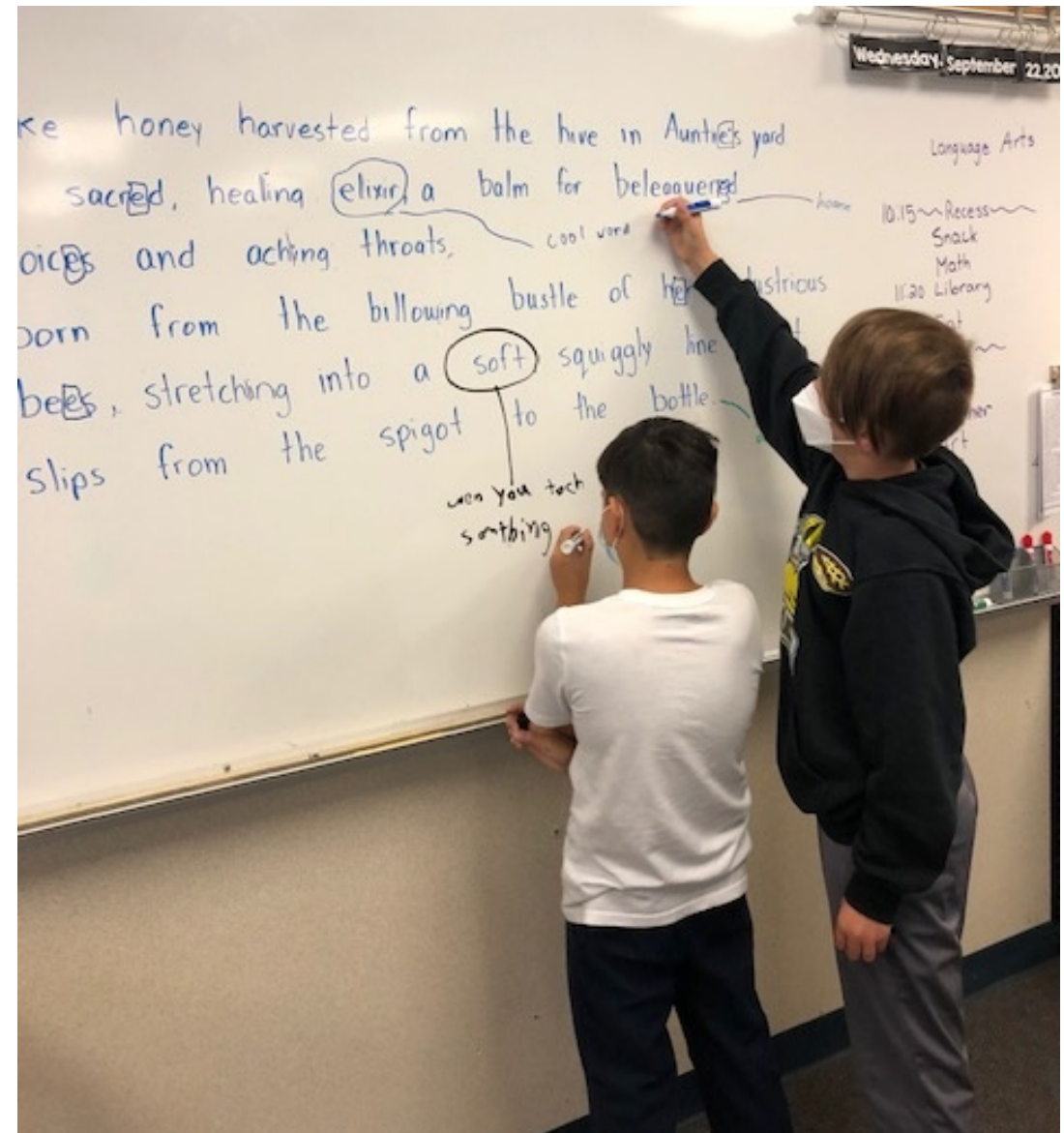
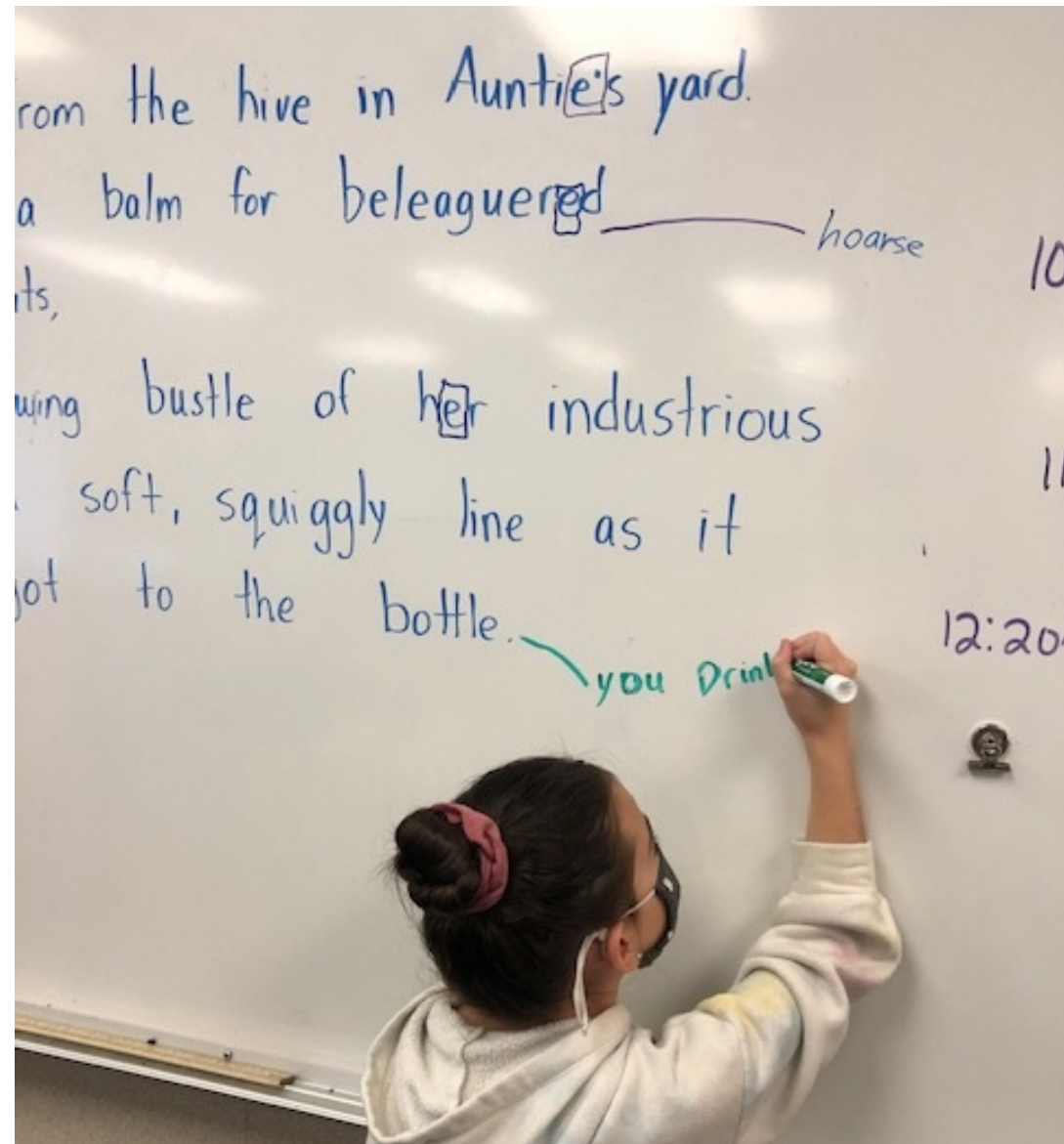
A Celebration

Written by Samara Cole Doyon ✕ Illustrated by Kaylani Juanita

Amber brown.

Like honey harvested from the hive in Auntie's yard.  
A sacred, healing elixir, a balm for beleaguered  
voices and aching throats,  
born from the billowing bustle of her industrious  
bees, stretching into a soft, squiggly line as it  
slips from the spigot to the bottle.  
For a moment it's golden, dangling delicate  
in the air before pooling thick and earthy  
in the hollow of the gaping jar below.







the billowing bustle of  
g (into) a soft squiggly  
the spigot? to the  
pipe?  
honey? tap  
medicine bottle  
when you touch  
something it  
is soft!

Like honey harvested from the hive in Auntie's yard  
A sacred healing elixir? a balm for beleaguered  
voices and aching throats  
born from the billowing bustle of her industry  
stretching into a soft squiggly line @  
slips from the spigot? to the bottle  
pipe? when you touch  
something it  
is soft!

from the hive in Auntie's  
ing elixir, a balm for beleaguered  
aching throats,  
the billowing bustle of her industry  
ing into a soft squiggly line as  
the spigot to the bottle



Tuesd

Asti

Armaan

Aria

Ariya

Ashton

Austin

Fox

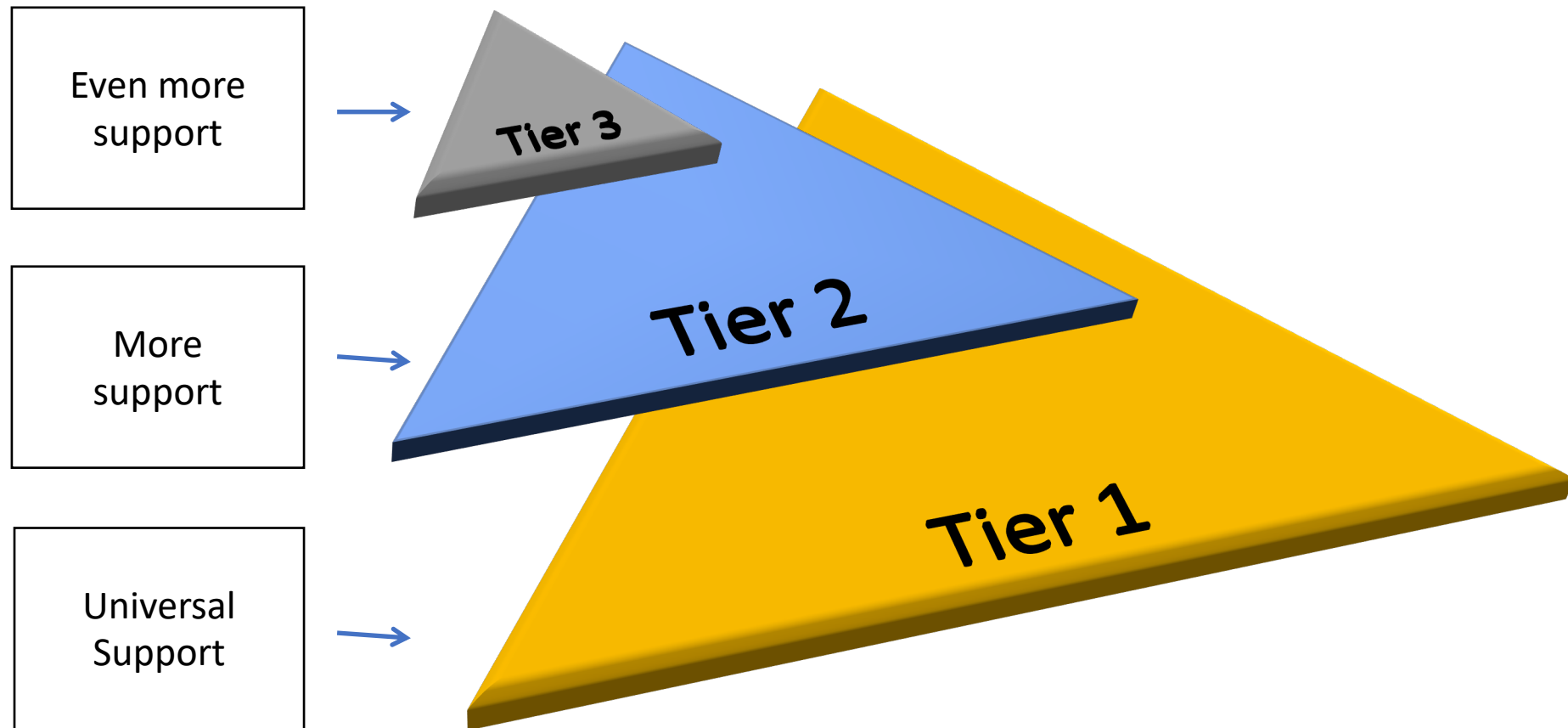
a e i o u y - vowels

first

r t s m n s



# UDL Pyramid – response to instruction



**Spiral of Inquiry – with thanks to Judy  
Halbert & Linda Kaser**

Spiral

## Spiral of Inquiry

- ▶ What's going on for our learners?
- ▶ How do we know?
- ▶ Why does it matter?



Focu

## Focusing

- ▶ Where are we going to put our attention?



Developing a  
Hunch

## Developing a Hunch

- ▶ What's leading to this situation?
- ▶ How are WE contributing to it?



Check

## Checking

- ▶ How will we check that we made enough of a difference?



# Thinking about your context & your question

- What's going on for our learners?
  - How do we know?
  - Why does it matter?
  - Where will we put our attention?
- 
- 20 minutes



# Choosing a Wonder Child

- Case Study Cover Sheet
- Reading Interview

# Ticket Out the Door

- Individually, write for 3 minutes, reflecting on your time here this morning/afternoon.
- Spend the next 3 minutes, sharing some aspect of your writing either by reading it directly or talking about what you wrote.
- Prepare a quote – a line or a phrase – to share.
- See you on November 23<sup>rd</sup> 😊