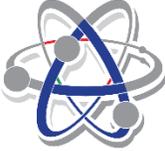


# Literacy Goal 2022-23

<p><b><u>Thematic Goal:</u></b> <b><u>Identify</u></b> what is most important right now?</p>	<p><b><u>Our Defining Objectives:</u></b> <b><u>Clarify</u></b> the objectives of what is most important.</p>
<p>Every student will demonstrate a year's growth of reading skills.</p> 	<ul style="list-style-type: none"> <li>- Students' phonological awareness, including rhyme, word, syllable, and phonemic awareness will be strengthened.</li> <li>- Students' decoding skills will be strengthened.</li> <li>- Students' letter and/or sight word recognition will be strengthened.</li> <li>- Students' comprehension skills will be strengthened.</li> <li>- Teachers will provide regular and ongoing monitoring of students' skills and reading progress – divisional common assessments to be utilized to guide instruction/programming</li> <li>- Reading progress will be tracked through the 'Struggling Readers' document for appropriate intervention planning.</li> <li>- Interventions will be provided to students who need support in decoding skills, sight word recognition, and/or comprehension skills.</li> </ul>
<p><b><u>Operating Objectives: What ongoing practices and measurements will we maintain to ensure we are accountable to our goal?</u></b></p>	
<p><b>Action 1</b> Grades K-5 Classroom and support teachers will model and teach specific reading strategies during whole class instruction, small group support, and/or individual interventions (looking at picture clues, using letter clues, chunking unknown words, re-reading, skipping ahead, etc.) using appropriately levelled texts.</p>	<p><b>Action 2</b> During whole class, small group, and individual lessons, K-5 classroom and support teachers will ensure that students are reading (listening) for meaning by asking questions that recall information, encouraging predictions, listening to a re-telling of a text, and supporting students' ability to make inferences beyond the written text - focus on comprehension and fluency.</p>
<p><b>Action 3</b> K-5 classroom and support teachers will support students' phonological awareness development (rhyme, letter-sound awareness, syllables, segmenting of words, blending of sounds, etc.) through whole class, small group, and individual lessons as this will best support students' decoding of unfamiliar vocabulary.</p>	<p><b>Action 4</b> K-5 classroom teachers, support teachers, and/or EA's will provide programming for students that require an expansion of their letter recognition and/or sight word recognition. Focus will be directed at our EAL learners to support direct vocabulary instruction, front-loading and support.</p>
<p><b>Action 5</b> Grades 1-5 classroom teachers and/or support teachers will provide regular guided reading lessons and informal/formal running records to monitor student progress. We will also encourage consistent home reading partnerships and programming expectations at each grade level.</p>	<p><b>Action 6</b> In grades 1-5, the Words our Way spelling inventory will be completed 3 times a year (beginning, middle, and at the end of the year) to monitor students' letter-sound awareness. Assessments will guide teachers' Word Work focus.</p>

