

Rosser School

EVERYONE
IS A
READER!



NOT KNOW IT ALL

MAKE MISTAKES

BE YOURSELF

HAVE HARD DAYS

VALUED

ENCOURAGED

IMPORTANT

RESPECTED

WELCOME

YOU MATTER

YOU BELONG HERE

YOUR VOICE MATTERS

YOU CAN DO HARD THINGS



WELCOME TO ROSSER SCHOOL!



Kindergarten, Mrs. Olson
& Mrs. MacFarlane

Grade 1/2, Ms. Reader
& Ms. Breckman



Grade 3/4, Ms. Anderson,
Mrs. Mulligan, & Ms. Campbell

Our Staff & Students



Mrs. Knutson



Mrs. Braun

Focus of our 2022-2023 School Plan



NUMERACY



LITERACY

Connecting to the Divisional Continuous Improvement Plan



- **Why LITERACY matters:** Literate citizens are active participants in their communities and understand that each community has particular ways of acquiring, constructing and communicating meaning. **Literate citizens are able to understand, think, apply, and communicate effectively in a variety of ways for a variety of purposes.**
- Our school initiative supports the "collective pursuit of providing **high-quality experiences for students through intentional teaching and learning for literacy, numeracy, and well-being.**"



Our School Plan for Literacy (2022-2023) - Supporting Students

Early Literacy Intervention

Literacy Project during "I Love to Read
Month" (February)

Summer Reading Challenges

Student Interest

SST Focus on Literacy Support



Our School Plan for Literacy (2022-2023) - Supporting Staff

Strive to implement a school-wide structured literacy program

Provide opportunity for professional development in components of Scarborough's Reading Rope

School-Wide Scope and Sequence

Extra writing assistance for students by support staff

Continued meetings and support from ISD literacy support teacher to review literacy goals and intervention strategies.



Our School Plan for Literacy (2022-2023) - Supporting Community

Share classroom learning with families via monthly newsletter/highlights

Share Literacy Project in February

Communicate information on strategies to support their child's reading goals

Incentive to promote home reading in form of school/classroom challenges



Science of Reading

- Collection of Research
- 5 Big Ideas
- Ever-Evolving




The Science of Reading The Basics

There are so many pieces to the Science of Reading that it can be difficult to know where to start. Here are a few highlights about what the Science of Reading IS and what it IS NOT. This knowledge will help you on your journey to teaching all children, including those with diverse needs and cultural backgrounds, to read.





What it IS

A Collection of Research	Teaching Based on the 5 Big Ideas	Ever Evolving
Research, over time, from multiple fields of study using methods that confirm and disconfirm theories on how children best learn to read.	Phonemic Awareness - The ability to identify and play with individual sounds in spoken words. Phonics - Reading instruction on understanding how letters and groups of letters link to sounds to form letter-sound relationships and spelling patterns. Fluency - The ability to read words, phrases, sentences, and stories correctly, with enough speed, and expression. Vocabulary - Knowing what words mean and how to say and use them correctly. Comprehension - The ability to understand what you are reading.	There is new research and evidence all the time. As populations, communities, and approaches evolve, so should practice.
		

What it IS NOT

A program, an intervention, or a product that you can buy.	Phonics-based programs that drill phonics skills.	Complete and no more study needs to be done.
The Science of Reading could be considered an approach to teaching reading that is based on decades of research and evidence. It is NOT a specific program.	Phonics is an integral part of teaching reading based on science, but it is just one of the five big ideas that should be taught so all children can learn to read.	As with any science, it is never complete. We can always know more. More study happens all the time and researchers, teachers, and families can work together to bring the best research into classrooms.
		

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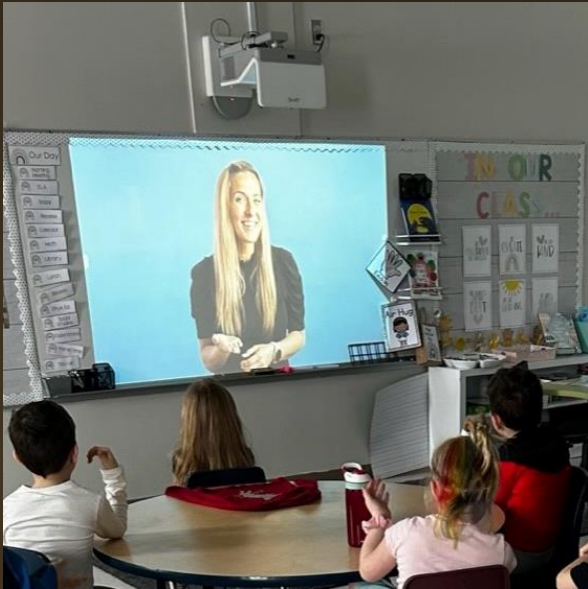
 NCLiteracy@ed.gov  <https://improvingliteracy.org>  [improvingliteracy](https://www.facebook.com/improvingliteracy)  @NCLiteracy

Why?

- Wide body of research which supports the teaching of reading through phonetical awareness and decoding sounds.
- Need for a consistent teaching approach throughout the grades
- Established a scope and sequence of learning from Grades K-4



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Level 2 <ul style="list-style-type: none">• ff, ll, ss• al• wa• qu• ck• tch• a-e, i-e, o-e, u-e, e-e• Vse	Level 7 <ul style="list-style-type: none">• VV syllables• ct• ei, eigh• open syllable i (alligator, radio)• suffixes -tion, -sion, -ci, -ti• suffixes -tu, -ture, -sure• suffix -ous• suffixes -ence, -ent, -ance, -ant, -cy, -ency, -ancy• ui, eu• suffixes -er, -or, -ar, -ard
Level 3 <ul style="list-style-type: none">• open syllables (so, he, fly)• exceptions (ild, old, ind, ost, oll)• ay• -ed• suffixes -s, -es, -ing, -er, -est, -en, -ish, -ly, -y• -ful, -ness, -less• two-syllable division	

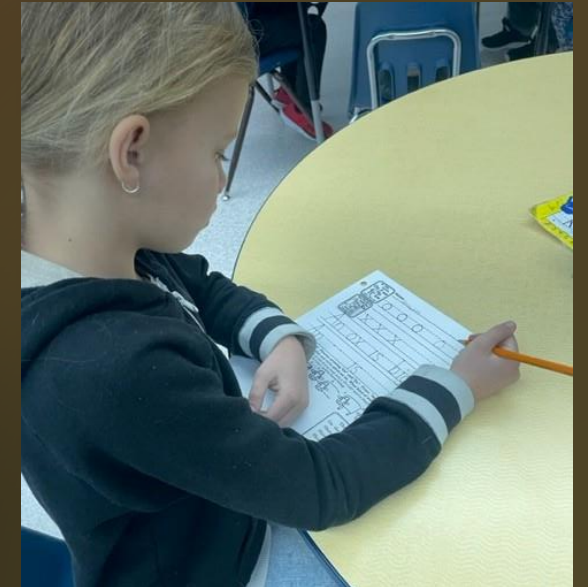


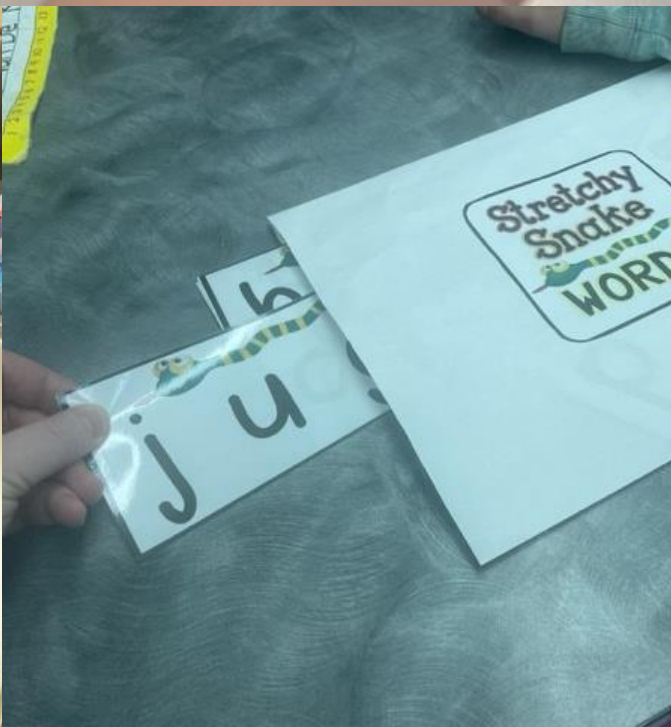
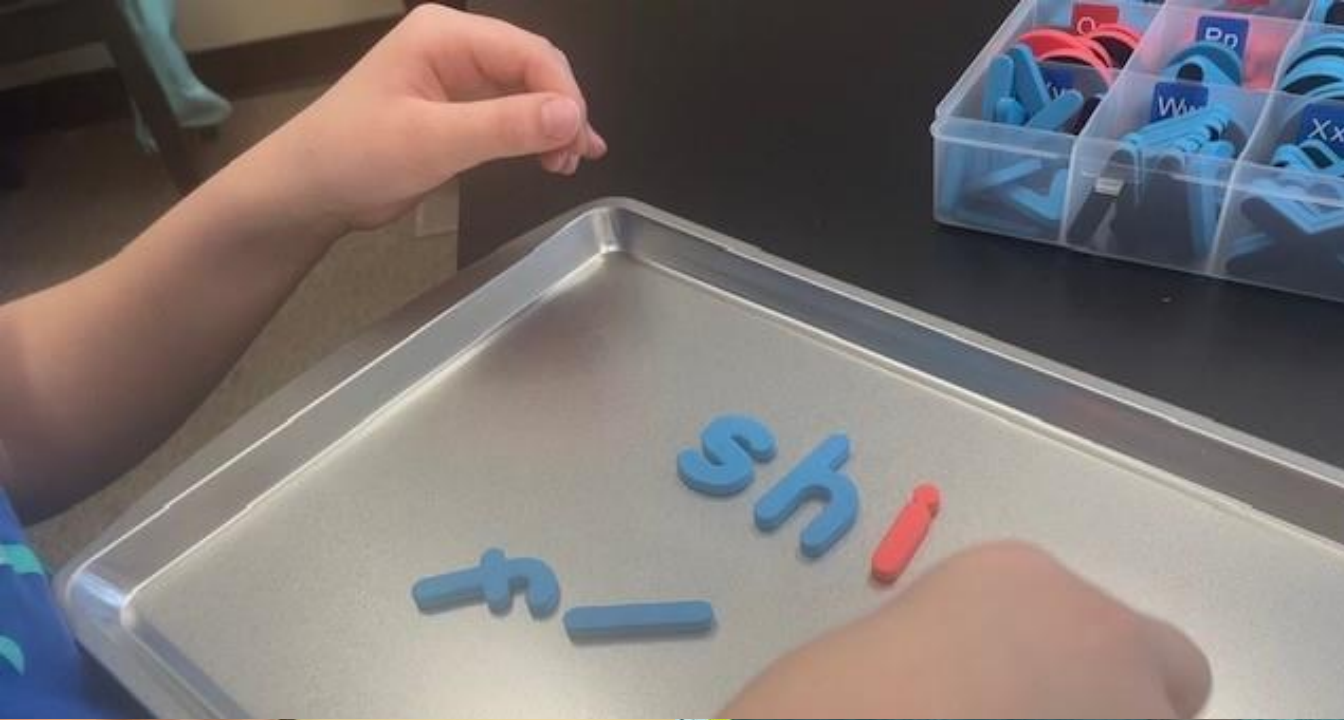
Kindergarten

- Alphabet Tubs
- Heggerty Lessons
- Letter Kits

Grade 1 & Grade 2

- Sky-Grass-Ground Printing
- Whole-Group Phonics Lesson
- Story focusing on new sound
- Worksheet with the new sound

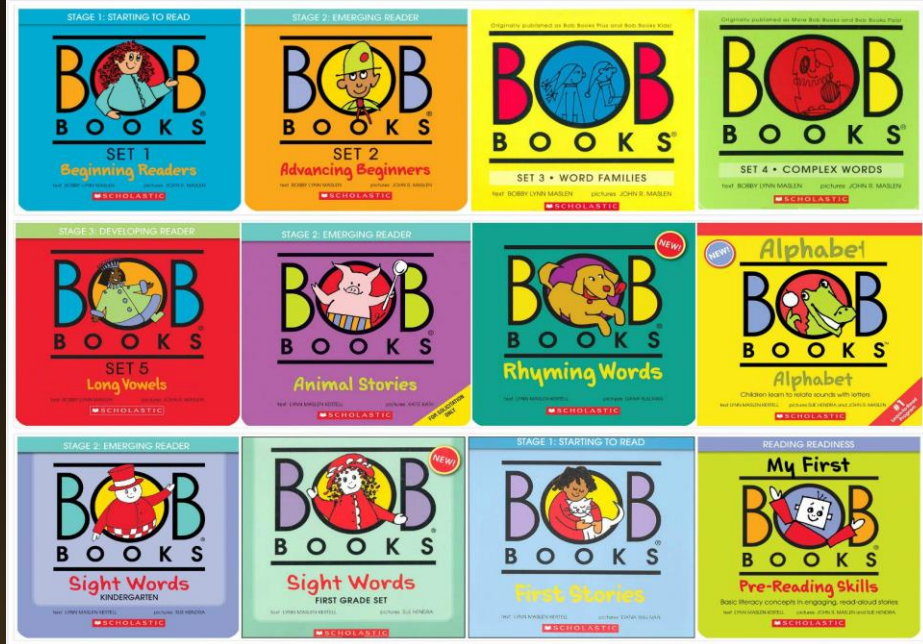




Early Literacy Co-Teacher

- "Make-It-Say"
- Word Ladders
- Stretchy Snake

New Decodable Texts!



K-2 Take-Home Reading



1-2 Guided Reading

Staff



Supported voluntary participation of four teaching staff for 10-hr online certification course: **Basics of Decoding and Spelling Instruction**

Divisional Support from the Literacy Support Teacher



Community

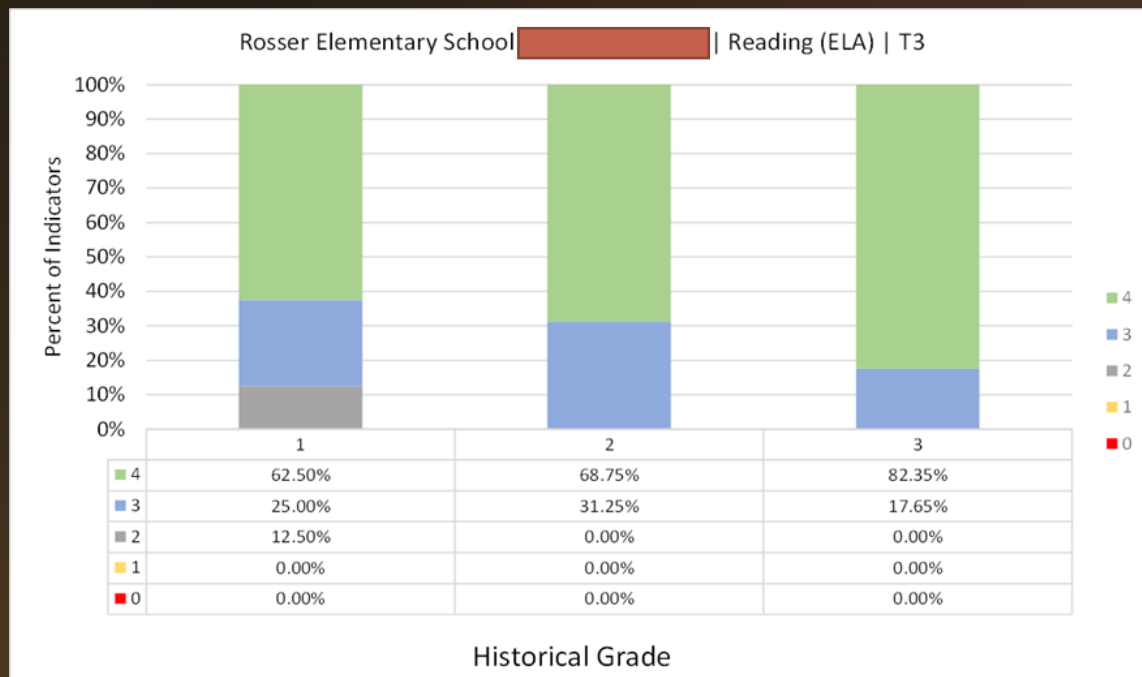
Weekly Parent
Connections Newsletter

Family Literacy Evening

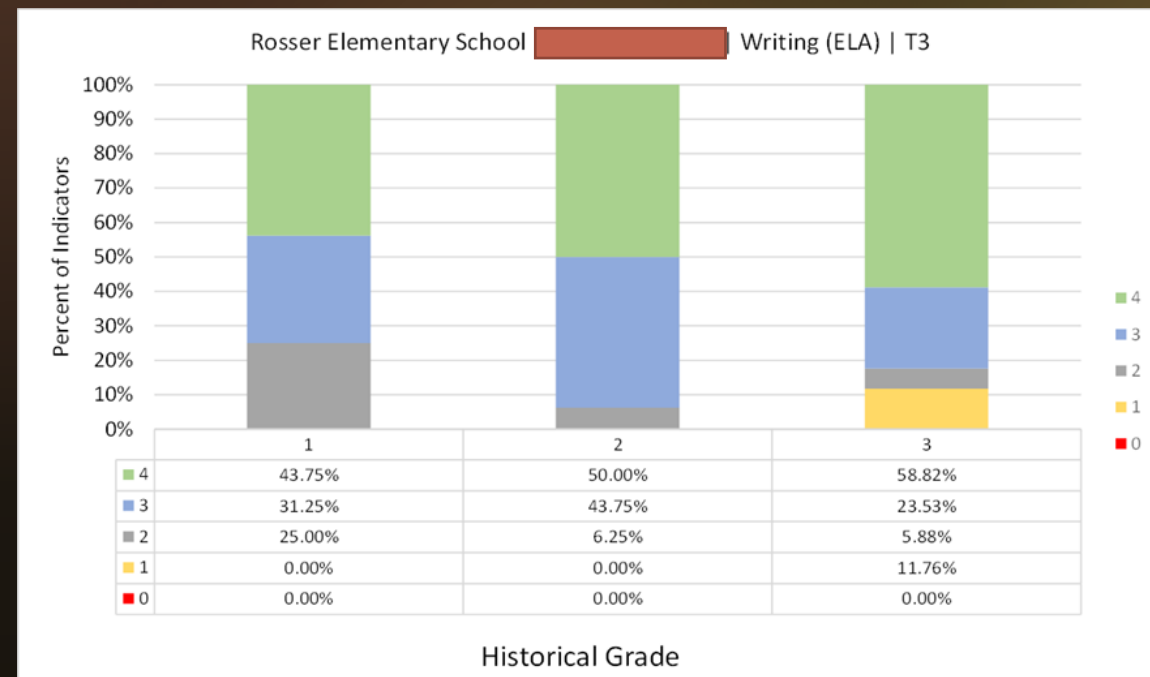
Introduction to
Decoding Take-Home
Reading Program

What Past Data Shows...

Reading



Writing



How do We Know it is Working?

Grade 1 Early
Literacy Data

Grade 3 Provincial
Assessment Data

Teacher Feedback
Regarding
Professional
Development

Community
Feedback Regarding
Take-Home Reading
and School
Communication

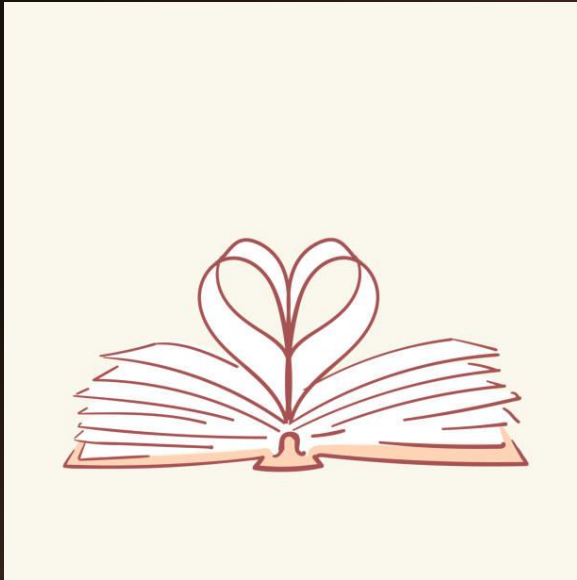
School- Based Data Collection Strategies

Really Great Reading
Assessments

ELC Assessments

Guided Reading Small Groups

Report Card Data



Success Story!

"I was unsure when we changed from levelled readers to decodables, but after working with ____ this morning, I am totally convinced that this works! He's a different student! He loves reading!"

- Teaching staff member

- Grade _ student who displayed zero growth in phonetical awareness or decoding skills in almost two years, despite receiving daily additional support from ELC.
- Very low self-confidence in reading last year.
- Began using intensive Science of Reading strategies this September in Grade 1-2 classroom, with EA, and with ELC.
- Jumped from Level 0 in September to Level 7 in December and continues to show accelerated progress.
- Confidence is sky-high in reading!

What if it isn't Working?



- Students identified as either Tier 2 or Tier 3 will receive referral to learning support from classroom teacher
- LST will collaborate with classroom teacher to determine additional learning strategies.
- LST will create an adapted learning plan for student
- Student will receive targeted intervention from LST
- Students in Grade 1 will receive additional targeted support from the Early Literacy Co-Teacher.
- If student continues to demonstrate no progress in reading, student services team will consult with divisional literacy support teacher and/or occupational therapist to determine next steps.
- Throughout process, consistent communication with family

A close-up photograph of two footprints in golden sand. The top footprint is smaller and less distinct, while the bottom footprint is larger and more clearly defined, showing the texture of the sand and the shape of the foot. The lighting creates soft shadows, emphasizing the depth of the prints.

Next Steps for Continuous Improvement

- Staff will review Middle of Year Assessments on February 4th in-service
- Staff will continue to implement learning from PD into their classroom lessons
- Additional EA training in decoding strategies
- Parent Feedback survey in March

