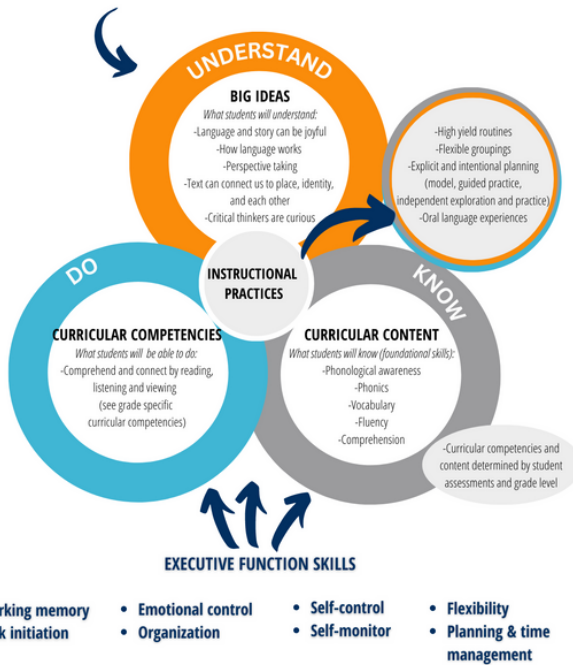


# LEARNING FRAMEWORKS UPDATE



## READING FRAMEWORK

**READING:** The goal of reading is to make meaning from a variety of text or media for the purpose of thinking critically, learning information and enjoyment.



## 5 Pillars

### Phonological Awareness

Awareness of sound in speech and the ability to identify and manipulate sounds in words.

### Phonics

The ability to understand relationship between sounds and letters that are used to represent them in print (word study).

### Vocabulary

Knowing and using developmentally appropriate words.

### Fluency

The ability to read orally with appropriate speed, accuracy and prosody (expression, phrasing and intonation).

### Comprehension

Ability to make meaning from text using a variety of skills.

## Powerful Practices (ELC)

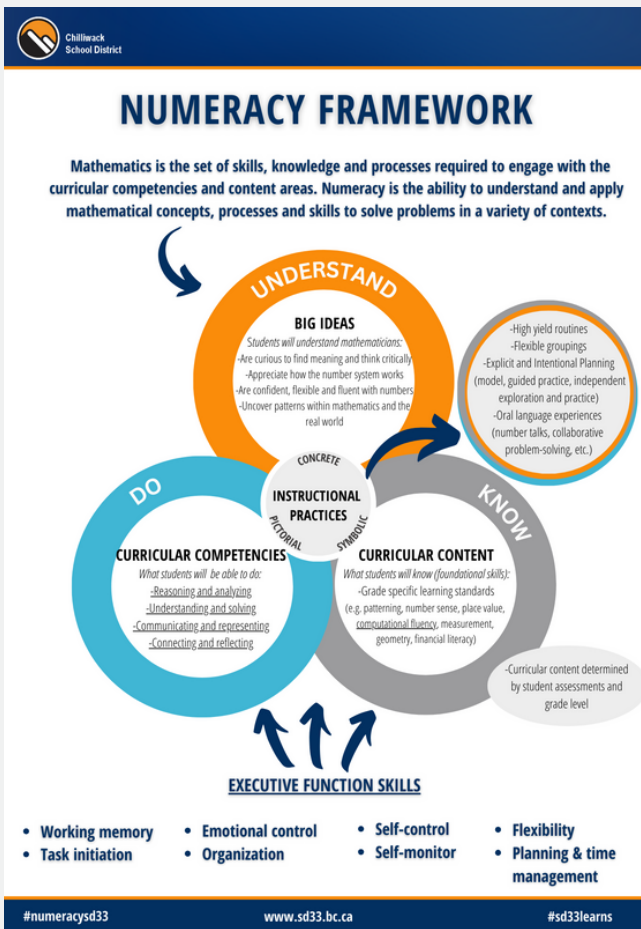
- Engaging and joyful experiences
- Universal and targeted supports
- Flexible groupings
- Gradual release of responsibility (model, guided practice, independent exploration and practice)
- Oral language embedded in classroom practices (receptive and expressive)
- Inclusive of Indigenous world views and perspectives
- Planning for students who benefit from support with executive function skills
- Literacy taught across the disciplines (science/social studies/math etc.)
- Foster engagement with choice, interest and challenge

## Next Steps

1. Continue the ELC initiative
  - a. Direct student support
  - b. In-service and classroom demonstrations
2. Continue to develop supporting documents and resources (i.e. phonics learning progressions).
3. Model instructional strategies in classrooms and at workshops.
4. Secondary Retreat
5. Develop a plan for systematic implementation at middle and secondary schools

Tell me and I forget, teach me and I remember, involve me and I learn  
--Benjamin Franklin

# LEARNING FRAMEWORKS UPDATE



## Competencies

### Reasoning and analyzing

- patterning, logic, estimating

### Understanding and solving

- application of strategies

### Communicating and representing

- concrete, pictorial and symbolic form; explain and justify

### Connecting and reflecting

- reflect and make connections

### Computational fluency

- counting, deriving and mastery

## Powerful Practices (Math Collab)

- Engaging and joyful experiences
- Universal and targeted supports
- Flexible groupings
- Gradual release of responsibility (model, guided practice, independent exploration and practice)
- Concrete, representational and abstract learning experiences
- Inclusive of Indigenous world views and perspectives
- Planning for students who benefit from support with executive function skills
- Numeracy taught across the disciplines (science/social studies/literacy)
- Foster engagement with choice, interest and challenge

## Next Steps

1. Continue to add clarity to frameworks.
2. Continue to develop supporting documents and resources (i.e. progressions; concrete, representation, abstract progressions).
3. Develop a systematic structure for building capacity for high quality instruction and student support.

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--Benjamin Franklin