

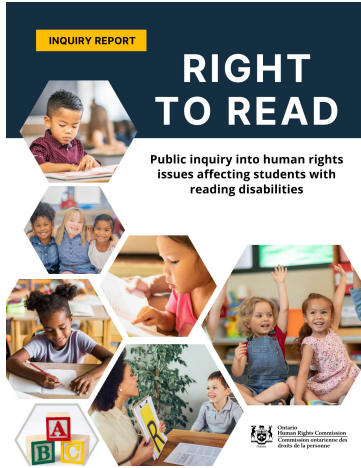
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# Our Literacy

**2022/2023**

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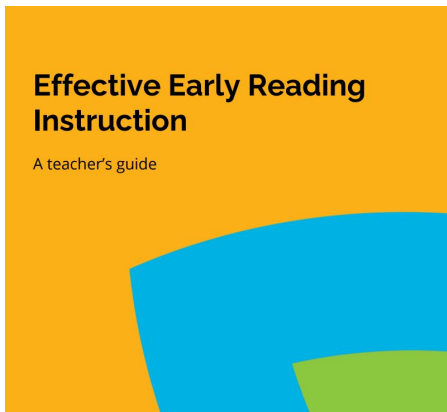


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# Why?

In October 2019 the Human Rights Commission of Ontario announced that they were leading an inquiry based investigation Called Right to Read.

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# What

**“Effective Early Reading Instruction: A Teacher’s Guide”** (Ministry of Education, Spring of 2022)

**“Instructional Strategies to Support Teaching and Learning in Reading”** (Toronto District Board of Education, October 2022)



## **Instructional Strategies to Support Teaching and Learning in Reading**

*A companion guide to supporting the implementation of the  
Ministry of Education's  
Effective Early Reading Instruction: A Teacher's Guide*

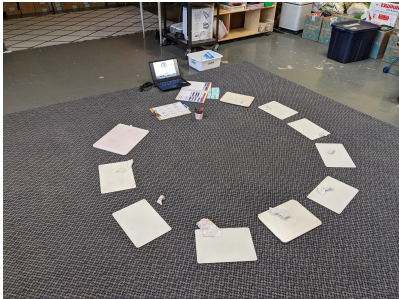
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## Who - Sara

Sara servicing students identified by their core teachers from SK and Grade 1



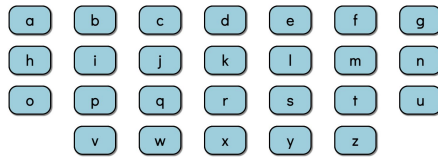


# How UFLI



University of Florida  
Literacy Institute

?

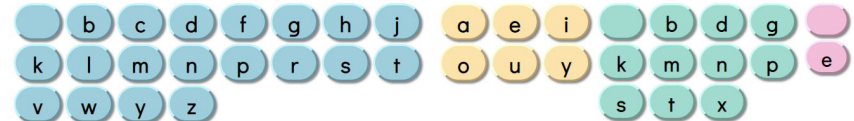


University of Florida Literacy Institute (UFLI)

- explicit and systematic phonics program that introduces students to the foundational reading skills
- UFLI provides teachers with predetermined and pre-planned lessons
- The lessons provided offer students well rounded UDL learning opportunities in a predictable sequence
- Decoding, encoding and automaticity!

## Tools

- Word Work Mats <https://research.dwi.ufl.edu/op.n/file/cbhd8xmn9i4ctf7i/embed>
  - Beginner Intermediate Advanced
- Blending Boards <https://research.dwi.ufl.edu/op.n/file/bca9ju45kvvrvoan/embed>
- Powerpoints <https://ufl.edu/education/ufl.edu/foundations/toolbox/>
- Lesson Plans (Found in Book)
- <https://ufl.edu/education/ufl.edu/>



# Examples of it's parts



University of Florida  
Literacy Institute

Resources ▾

Programs ▾

About ▾

Contact

Make a Gift



| Lesson | Concept                        | Slide Deck  | Decodable Passages                    | Home Practice Activities          | Additional Activities             |
|--------|--------------------------------|---|---------------------------------------|-----------------------------------|-----------------------------------|
| 35a    | Short A Review                 | <a href="#">35a PowerPoint</a><br><a href="#">35a Google Slides</a> | <a href="#">35a Decodable Passage</a> | <a href="#">35a Home Practice</a> | <a href="#">35a Roll and Read</a> |
| 35b    | Nasalized A Review<br>(an, am) | <a href="#">35b PowerPoint</a><br><a href="#">35b Google Slides</a> | <a href="#">35b Decodable Passage</a> | <a href="#">35b Home Practice</a> | <a href="#">35b Roll and Read</a> |
| 35c    | Short A<br>Advanced Review     | <a href="#">35c PowerPoint</a><br><a href="#">35c Google Slides</a> | <a href="#">35c Decodable Passage</a> | <a href="#">35c Home Practice</a> | <a href="#">35c Roll and Read</a> |
| 36a    | Short I Review                 | <a href="#">36a PowerPoint</a><br><a href="#">36a Google Slides</a> | <a href="#">36a Decodable Passage</a> | <a href="#">36a Home Practice</a> | <a href="#">36a Roll and Read</a> |
| 36b    | Short I<br>Advanced Review     | <a href="#">36b PowerPoint</a><br><a href="#">36b Google Slides</a> | <a href="#">36b Decodable Passage</a> | <a href="#">36b Home Practice</a> | <a href="#">36b Roll and Read</a> |

[https://ufli.education.ufl.edu/wp-content/uploads/2022/07/35b\\_Slides\\_UFLIFoundation.pdf](https://ufli.education.ufl.edu/wp-content/uploads/2022/07/35b_Slides_UFLIFoundation.pdf)



# Examples of it's parts

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## Our Schedule Day 1


Phonemic Awareness



Visual Drill




Auditory Drill



Blending Drill



New Concept





# Examples of it's parts

What the teacher see in book:

## 1: Phonemic Awareness

| Blend             | Segment           |
|-------------------|-------------------|
| /i/ /t/ (it)      | if (/i/ /f/)      |
| /s/ /i/ /t/ (sit) | it (/i/ /t/)      |
| /f/ /i/ /t/ (fit) | pit (/p/ /i/ /t/) |
| /s/ /i/ /p/ (sip) | tip (/t/ /i/ /p/) |

## 2: Visual Drill

| Graphemes   | Phonemes  |
|---|---|
| f (/f/), p (/p/), t (/t/),<br>s (/s/), m (/m/), a (/ə/) | /f/ (f), /p/ (p), /t/ (t),<br>/s/ (s), /m/ (m), /ə/ (a) |

## 3: Auditory Drill

What the student see:

## Phonemic Awareness



### Visual Drill

a

### Auditory Drill

a

f

# Examples of it's parts

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## Our Schedule Day 2

### New Concept Review

mat

cat



### Irregular Words

said



### Word Work



### Connected Text

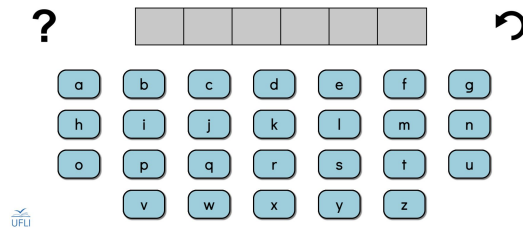
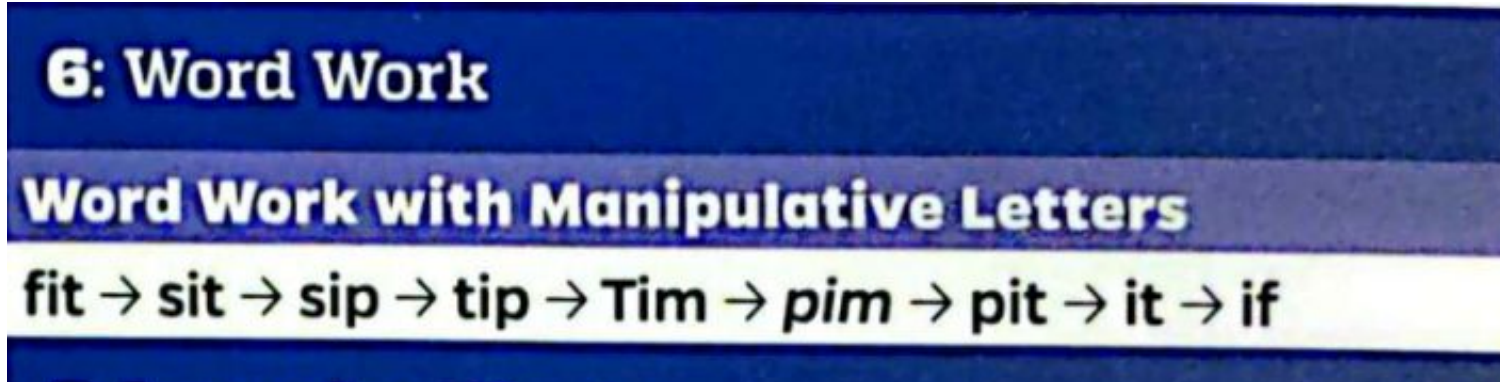


# Example of it's parts

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What the teacher see in book:

What the student see:

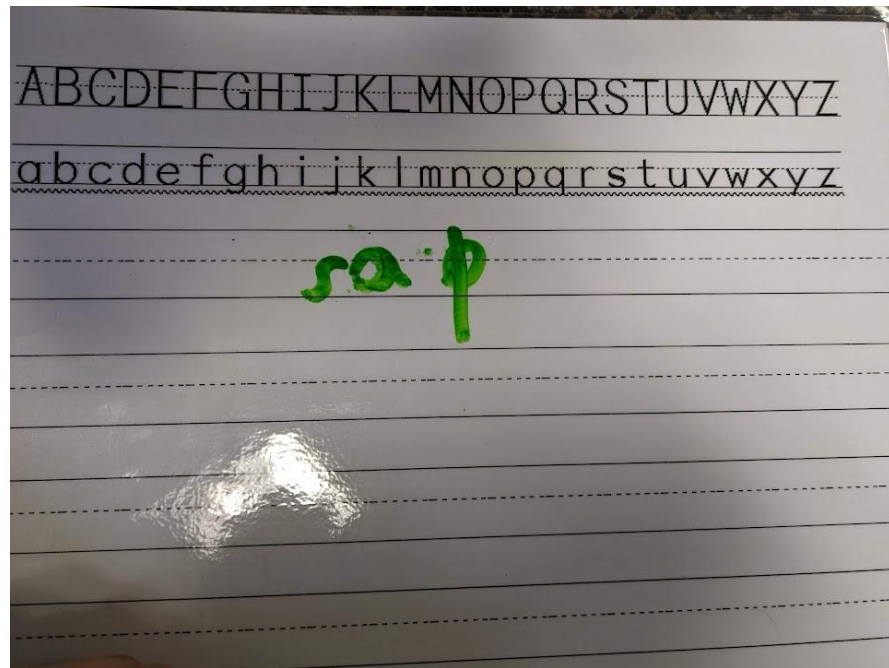
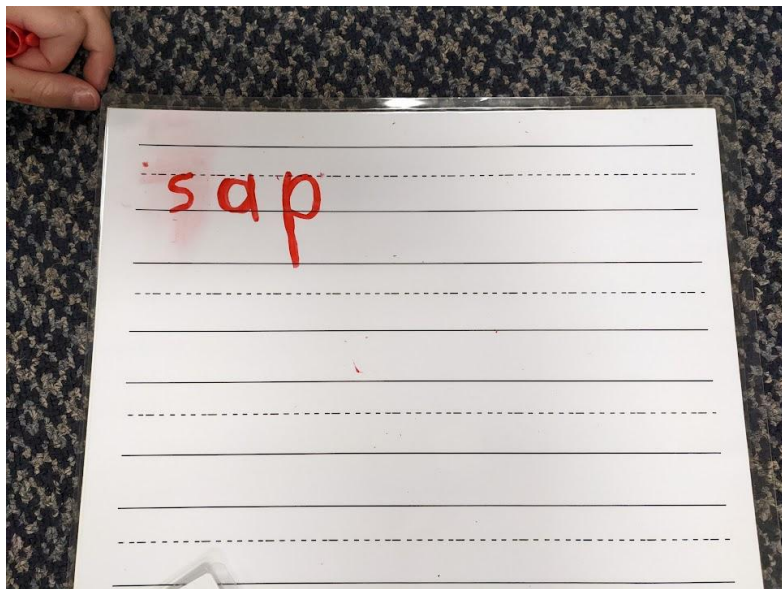


Can be done on the word mat online or white board

Accompanying worksheets are available as well

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# Learning in Action - Sara

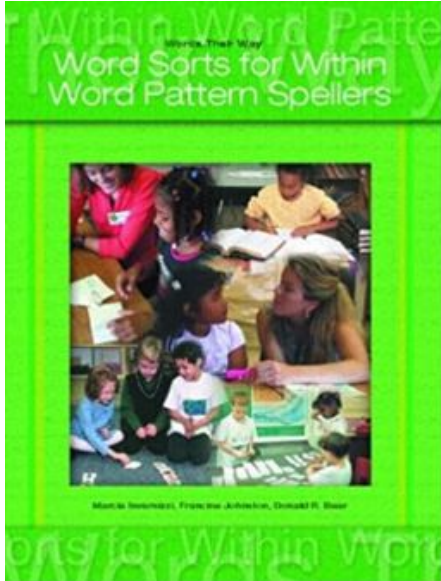




D  
Day 2 ✓  
2nd ✓  
3rd ✓  
4th ✓  
5th ✓  
6th ✓  
7th ✓  
8th ✓  
9th ✓  
10th ✓  
11th ✓  
12th ✓  
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18th ✓  
19th ✓  
20th ✓  
21st ✓  
22nd ✓  
23rd ✓  
24th ✓  
25th ✓  
26th ✓  
27th ✓  
28th ✓  
29th ✓  
30th ✓  
31st ✓  
Total 31 days ✓  
The end of the world  
More and more and more and more

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# How -Words Their Way: Word Sorts for Within Word Pattern Spellers



Words Their Way, is a hands-on developmentally-driven approach to word study that shows how to integrate and teach children phonics, vocabulary and spelling skills.

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# Examples of it's parts

More Difficult Words: (10) *crash, pump, plant, snag, plug, spur, pine, fast, phone, grade.*

## SORT 11 SHORT VERSUS LONG (CVC AND CVCe) REVIEW

There are 21 words in this sort and no pictures. Note that the column headers for this sort are different. The column headers label the pattern of consonants and vowels for each vowel sound. The label CVC refers to the consonant(s) to the left and right of the short vowel. The label CVCe refers to the pattern of consonants and vowels for the long vowel. Read and discuss any unfamiliar words. See if anyone knows which word is a homophone and tell your students that this *which* is spelled differently from the *which* that rides a broomstick; they have different spelling patterns so we can tell them apart.

### Demonstrate

Introduce headers CVC-short, CVCe-long, and oddball. Tell your students that they will be comparing and contrasting the short- and long-vowel spellings of all four of the vowels they have been studying in the previous four sorts. Since all four vowels are represented, the key words and pictures for individual vowels have been dropped. Explain that the CVC refers to the consonant-vowel-consonant spelling pattern of the short vowels. Write up several words and label them. *Fat* = CVC, but so is *fat* and *fack*. Label the consonants in *cup* as CCVC and in *which* as CCVCC. Explain that all three words have a short vowel and CVC is used to represent all of them. The CVCe refers to the consonant-vowel-consonant + e spelling pattern of the long vowels. Demonstrate the sorting process by saying each word and comparing it to each header. Have your students join you as you model sorting by pattern. See if they can spot the oddballs—the words *door* and *here* contain the CVCe pattern—but not the long-vowel sound. When you are finished demonstrating the sort, ask your students how the words in each column are alike by sound and by pattern. Reflect as a group on the pattern-to-sound consistency in the CVC and CVCe pattern across all four vowels.

### Sort

Ask your students to sort independently and in buddy pairs.

### Check

Since this sort does not include pictures, the ubiquitous silent *e* at the end of so many words may tempt some students to sort by pattern alone. They may categorize all of the words with an *e* at the end into one group together. Without sorting by sound as well as pattern, however, the words *door* and *here* will no doubt be misplaced. If this is the case, ask your students to read all of the words in a column aloud to make sure they all have the same sound.

## SORT 11 Short versus Long Review (CVC and CVCe)

| CVC-short | CVCe-long | oddball |
|-----------|-----------|---------|
| crop      | note      | mule    |
| done      | wax       | rule    |
| dune      | skin      | safe    |
| crab      | wife      | lots    |
| cape      | tide      | gum     |
| have      | drip      | vote    |
| race      | which     | wipe    |



# Learning in Action



| CVC short          | CVCe long        | Oddball |
|--------------------|------------------|---------|
| skin               | face             | done    |
| gum                | five rule        | have    |
| chom               | safe             |         |
| chip               | vote             |         |
| which              | wipe             |         |
| crab               | June             |         |
| wax                | cape             |         |
| lots               | tide             |         |
|                    | note             |         |
|                    | wife             |         |
| (chip)             |                  |         |
| (sag)              |                  |         |
| <del>six</del> six | <del>strok</del> |         |
| (sob)              | (stroke)         |         |
| (clip)             | (spite)          |         |
| (clicket)          |                  |         |

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**Thank you**

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