

Administrators: Please share with staff whom have responsibilities connected to this workshop topic.

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| Attendance: <input checked="" type="checkbox"/> Expected <input type="checkbox"/> Invitation | Expenses Covered by: <input checked="" type="checkbox"/> Division <input type="checkbox"/> Decentralized | Sub Covered by: <input checked="" type="checkbox"/> Division <input type="checkbox"/> Decentralized | Approved by: Randy Emmerson, Superintendent of Schools |
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| <input checked="" type="checkbox"/> Awareness – curriculum overview <input checked="" type="checkbox"/> Exploration – unit planning, teaching strategies, integration into existing curricula <input checked="" type="checkbox"/> Synthesis – implementing and seeing using relationships of curriculum parts <input type="checkbox"/> Refinement – thorough incorporation of all curriculum components and integration with other curricula | <h2 style="text-align: center;">Early Literacy</h2> <p style="text-align: center;">Day 1 – September 8th, 2015 Day 2 – October 15th, 2015 Day 3 – December 2nd, 2015 Day 4 – February 8th, 2016 Day 5 – April 7th, 2016 Day 6 – June 7th, 2016</p> <p style="text-align: center;">K teachers will not be required to attend all six days. Their schedule will be shared with them when they attend Day 1.</p> |
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Goal:
Participants will have the opportunity to:

- receive information regarding the expected outcomes of early literacy and the processes involved, including administration of the EL screen and DRA.
- learn about the five components of effective reading instruction and how to incorporate these components into curricular planning.
- incorporate the powerful instructional strategies and other recommendations of *Saskatchewan Reads* into their ELA instruction.
- work with a division EL coach to support teacher and student learning.

So that teachers

- develop an understanding of early literacy.
- have an awareness of the interdependence of the five components of effective reading instruction.
- understand the alignment between EL, DRA, and curricular outcomes and are able to incorporate all strands of ELA in the planning of contextual units
- become familiar with the benefits of guided reading and progress monitoring through running records.
- understand the assessment process (EL, DRA), the data entry system, and how to use data to plan and differentiate instruction.

So that students....

- benefit from having their reading abilities monitored closely to enable teachers to detect weaknesses and provide early intervention.
- receive reading instruction at the level they require to improve their reading ability.
- benefit from strategic and explicit language arts instruction and assessment.

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| Who: Date: Time: Location: Facilitator(s): Bring: | Teachers new to kindergarten to grade 3 and EST who do not have Early Literacy training September 8th, October 15th, December 2nd, February 8th, April 7th, June 7th 9:00 – 3:30 Education Centre Pam Anderson Klassen, Kristin Pawliw, Michelle Blais-Court Laptop, binder |
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Overview: The goal of the six inservice days is to provide teachers with the foundation needed to provide effective reading instruction to students and to understand the five components of reading and the role they play. The ability to use data to detect areas of need will assist teachers in differentiating instruction to meet the needs of all students. Planning a balanced language arts program incorporating all strands of ELA will be discussed.

For workshop information contact: Pam Anderson Klassen phone 764-1571
Deadline for Registration: June 5, 2016
Maximum of 30 Participants

Registration will only be accepted through online registration

[Click Here To Register](#)

Workshop Name: ELDay6-06/07/16

Complete "Request for Leave" Form:

- Staff Dev. Decentralized Teachers (SDDT)
- Staff Dev. Systems Teachers (please check one):
 - Curriculum (CURR)
 - Student Support Services (SPED)
 - Other (SDDT)
- Staff Dev. System CUPE (SDSC)
- Staff Dev. Individual (SDCI)