



Reaching Every Reader at ALCDSB



Educators are now using the updated Ontario Literacy Curriculum to help strengthen reading instruction. This new curriculum meets the needs outlined in the Ontario Human Rights Commission’s “Right to Read Inquiry Report” and includes explicit instruction in the early grades based on research and evidence about how the brain learns to read and what to do when a child encounters difficulty.

Ontario Human Rights Commission’s “Right to Read Inquiry Report”



Ontario Literacy Curriculum: A Guide for Caregivers



In the past, educators may have...	Now, educators know that...
...believed that exposure to words would develop reading skills.	...learning to decode requires explicit instruction at an early age.
...promoted memorization of word lists.	...many high frequency words can be decoded after explicit instruction.
...had students practice reading using predictable levelled readers, which encouraged students to guess.	...levels are inconsistent. The words that students must decode in order to read at any given level do not match up with the order that letter-sound correspondences are taught. Decodable texts, match and allow students to read, rather than guess.
...created spelling lists around curriculum (Science, Social Studies etc.)	...word lists should be created based on code that students are learning.
...considered many ways to teach a child to read.	...all students learn to read the same way - through explicit and systematic instruction!

Reaching Every Reader and Speller at Home

There are six key components that contribute to building a successful reader and speller.

Oral Language

Oral Language is spoken language and involves speaking and listening.

- read stories and sing nursery rhymes
- talk about your child's day, ask each other questions and give answers in full sentences



Phonological Awareness

The oral ability to recognize, manipulate and hear words, syllables and sounds.

- count number of words in sentences
- clap syllables
- create rhyming lists together
- recognize sounds (i.e., first, middle, ending and then all sounds)
- blend sounds together (ie: "/r/... /a/.../t/...rat!")
- break words into individual sounds (ie: "child... /ch/ /i/ /l/ /d/")



Phonics

The connection between the sounds of speech and the alphabetic symbols.

(QR code: correct way to pronounce letter/sounds)

- practise code pack:
- point the letters and say the sound of the letter
- say a sound and have your child print the letter
- say a sound, say a word



Vocabulary

The words that a child knows, understands and uses.

- use a variety of words when speaking with your child
- when reading to your child, stop and discuss unknown words
- expose your child to rich text
- read multiple books on the same topic



Fluency

When a child reads with expression, appropriate speed and accuracy.

- model appropriate speed, accuracy and expression
- listen to audio books
- look at words that have multiple meanings
- reread text



Comprehension



The process of understanding, reflecting on and learning from spoken or written text.

- draw a picture after reading a text
- identify main message, try to make a connection
- have your child retell the story in sequence
- ask your child's opinion (like or dislike)
- identify story elements (ex. characters, setting)