

The Framework for Joyful Literacy Implementation

Note: The Framework is based on the prevailing research in an order that promises increased literacy success as quickly as possible. Over the course of the project all elements will be implemented; however at each presentation/working session the focus will be on adding one or two of the topics in an in-depth way. Individual teachers will have already implemented some of them: Teachers will be encouraged to move at their own pace. At each presentation/working session, strategies will be reviewed and refined based on the expressed needs of the participants.

1. *Research Base*

It is critical that all strategies recommended in the project be based on reliable and authentic research. While implementation strategies are expected to vary, a thorough examination of the research and regular reference to it is essential.

- Summarizing the current academic research
- Summarizing data in prior implementation projects
- Summarizing gaps in the research and impact on implementation
- Inviting participants to engage in documentation and related processes
- Including brain research in literacy implementation

2. *Assessing and Tracking the Alphabet Principle, Phonological Awareness and Sight Words*

The most significant literacy progress will be made when individual children's progress in each set of skills is easily accessible and monitored on a weekly basis. As there are numerous sets of skills required over the course of the primary years we will start with the most basic skills and gradually introduce each of the other sets.

- Introducing the Circle Charts and how to use them
- Assessing the alphabet for four-way mastery
- Assessing sight word mastery
- Planning for explicit instruction in each skill set
- Designing games and activities for student practice

3. *Shared Reading and Shared Writing as Vehicles for Instruction*

- Celebrating the joy of books and reading
- Integrating skill practice with joy
- Focusing on comprehension
- Focusing on the concepts of print
- Linking reading and writing strategies
- Integrating other subject areas into Shared Reading and Shared Writing

4. *Fluency Development and Comprehension*

Making fluency a critical component of reading instruction right from the beginning

- Implementing a daily fluency lesson
- Understanding the essential components of fluency and comprehension instruction
- Learning how to assess fluency development
- Developing a toolbox of fluency strategies
- Using performance-based poetry strategies

5. *The Appropriate Role for Learning Centres*

- Incorporating play into the classroom through centres
 - Using centres to support student practice
 - Understanding the limitations of centres
 - Collecting centre ideas: simple but powerful
 - Managing centres so they are maximally effective
6. *Word Study and Word Families*
- Examining teaching routines and strategies
 - Sequencing letter and sound sorts
 - Designing a balanced word study routine
 - Designing independent practice activities
 - Using open-ended routines
7. *The Blitz Strategy: Closing Gaps*
- Choosing students for blitzing
 - Designing in-classroom blitzing
 - Designing cross classroom or whole school blitzing
 - Assess before and after blitzing
 - Finding mature support for blitzing
8. *Daily Schedules that Maximize Progress*
- Determining what is a MUST
 - Setting priorities
 - Integrating subjects
 - Including the BIG ideas in the BC curriculum
 - Keeping the workload manageable
9. *Family Engagement in Partnerships*
- Building partnerships right away
 - Choosing how and when to engage parents
 - Designing strategies that are most likely to work
 - Limiting families to practice and play and joy – not teaching
 - Planning a summer support program
10. *A Dynamic Classroom Environment*
- Creating a child-friendly active-learning environment
 - Providing opportunities for child-initiated play
 - Engaging children in projects and inquiry
 - Encouraging self-regulation
 - Honouring children's work visibly
11. *Self-regulation as an Active Part of the Daily Curriculum*
- Engaging children in the design of their learning experiences
 - Developing a child's ability to control their urges
 - Creating a climate of hope and success
 - Developing traits of sympathy and conscience
 - Teaching, monitoring and mediating social skills
 - Building bridges between ideas, feelings and facts