



# LITERACY

## LITERACY

### **Cracking the Code: Building Skills for Successful Readers**

**Audience:** Grade 1-5 educators

**Learning Format:** In person or virtual

**Moose Jaw, SK**

**April 8, 2022**

**Facilitator:** Lynda Gellner

This interactive day will focus on building strong readers through the skills needed for decoding: phonological awareness, phonemic awareness and graphophonics. It will look at the connections between curriculum, effective programming, cues and conventions, oral language and formative assessment. During this day, participants will explore strategies for assessment to inform instruction and intervention at a symbol, word, sentence and text level.

### **Social Justice Through Children's Literacy: Creating Windows and Mirrors to Broaden Perspectives**

**Audience:** Grade 3-6 educators

**Learning Format:** In person or virtual

**Saskatoon, SK**

**April 29, 2022**

**Facilitators:** Michelle Gray and Karen Hadwen

Develop your "compelling why" for social justice instruction in the classroom while reflecting on critical literacy skills, analyzing resources and practicing strategies for engaging in important conversations. Delve into children's literacy as a pathway to open viewpoints and reflect on implicit bias.

---

Register online at [www.stf.sk.ca](http://www.stf.sk.ca).

---

 [@STFLearning](https://twitter.com/STFLearning)

 [@STFLearning](https://www.facebook.com/STFLearning)

## EARLY LITERACY

### **Authentic Literacy: Contexts for Powerful Instruction and Engagement**

**Audience:** Grade 1-5 educators, administrators, literacy support personnel

**Learning Format:** In person

In this workshop, participants will examine effective English language arts instruction by engaging in a reflective process that allows them to explore a variety of strategies to represent their learning. Students need opportunities to explore cross-curricular content by engaging in authentic experiences.

### **Comprehension Strategies in Literacy Instruction**

**Audience:** Grade 1-5 educators

**Learning Format:** In person

This interactive day will focus on building strong readers and writers through the skills needed for comprehension and metacognition. It will look at the connections among curriculum, effective programming, formative assessment and a variety of comprehension strategies used when reading fiction and non-fiction to support the development of lifelong engaged readers.

### **Environments and Structures for the Responsive Literacy Classroom**

**Audience:** Grade 1-5 educators

**Learning Format:** In person or virtual

This interactive day will focus on the classroom environments and structures that support building strong readers. It will look at the connections between curriculum, effective programming, engagement and the classroom environment. During this day, participants will explore a variety of classroom structures and routines that allow teachers to be responsive to students' needs.

### **Rich Literacy Practices in Primary**

**Audience:** K-Grade 2 educators and administrators

**Learning Format:** In person

Engage in authentic literacy experiences and use formative assessment to create a responsive teaching approach, maximize time and engage and challenge all students.

### **Supporting Writers in the Early Years**

**Audience:** K-Grade 2 educators

**Learning Format:** In person

The aim of the K-12 English language arts curricula is to “help students understand and appreciate language and to use it confidently and competently in a variety of situations” (Saskatchewan Ministry of Education). The process of teaching students how to write in the early years means providing sufficient scaffolding and frequent, authentic opportunities for writing across the curricula and school day to support student success that includes as much of a focus on making meaning and fun as on correctness.

## GRADE 3 – 9

### **Beyond the Spelling List: Authentic Vocabulary Instruction for Literacy Success**

**Audience:** Grade 3-8 educators

**Learning Format:** In person

In this workshop, teachers will experience dynamic vocabulary instruction and assessment methods. We will examine the Saskatchewan curriculum and see how vocabulary fits into comprehension and writing. At the end of this workshop, teachers will leave with tools that can be incorporated fluidly into interdisciplinary lessons in an engaging, supportive environment.

### **Multi-Graded English Language Arts**

**Audience:** Grade 3-9 educators

**Learning Format:** In person

Explore how to organize planning and assessment for English language arts in a multi-graded classroom while still addressing grade-level outcomes and indicators. A variety of teaching and learning strategies will be identified as well as ways to make ongoing assessment manageable.

## Writing Series

**Audience:** Grade 3-9 ELA educators

**Learning Format:** In person

### Effective Writing Classrooms

The holistic writing rubrics and the front matter of the ELA curriculum provide the foundation for exploration of the key elements for creating effective writing classrooms, including required writing types and key writing skills, writing portfolios and student self-assessment and reflection.

### Engaged Writers

Explore the power of mentor texts and mini-lesson development for teaching cues and conventions and examine ways to create a culture of writing in which students can see themselves as writers.

### Purposeful Writers

Teachers will develop their understanding of the forms (i.e., narrative, descriptive, persuasive, expository) and genres of writing, the text structures that characterize them and how to plan for instruction of the required forms of writing.

### Responsive Writing Instruction

Explore and reflect on how to help students develop their writing skills through shared writing, explicit modelling of the writing process, formative assessment and individual conferencing.

## SECONDARY LITERACY

### High School ELA: Collaborating Community

**Audience:** Grade 10-12 ELA educators

**Learning Format:** In person

Using a café-inspired environment, secondary ELA teachers will share resources with colleagues and identify potential new resources to address curricula's suggested questions for deeper understanding within the context of different student populations and needs.

### High School ELA: Reaching Disengaged Learners

**Audience:** Grade 10-12 ELA educators

**Learning Format:** In person

Recognizing that disengagement can occur for a variety of reasons with students at either end of the achievement spectrum, educators will develop understanding of a framework that will support them in meeting the learning needs shared by both groups.





SASKATCHEWAN  
TEACHERS'  
FEDERATION

**Head Office**

2317 Arlington Avenue, Saskatoon SK S7J 2H8

**T:** 306-373-1660 or 1-800-667-7762 **F:** 306-374-1122 **E:** [stf@stf.sk.ca](mailto:stf@stf.sk.ca)

**Arbos Centre for Learning**

2311 Arlington Avenue, Saskatoon SK

[www.stf.sk.ca](http://www.stf.sk.ca)    @SaskTeachersFed