YORK CATHOLIC DISTRICT SCHOOL BOARD
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AGENDA

STUDENT SUCCESS & PATHWAYS COMMITTEE

Monday, February 5, 2024 - 6:30 p.m.

LAND ACKNOWLEDGEMENT

We are gathered on the ancestral lands and waters of all Indigenous Peoples, who have left their footprints on Mother Earth before us. We respectfully acknowledge those who have walked on it, those who walk on it now, and future generations who have yet to walk upon it. We pray to the Creator for strength and wisdom that all may continue to serve as stewards of the earth.

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1.	**OPENING PRAYER / LAND ACKNOWLEDGEMENT**	A. Saggese	
2.	**ROLL CALL**	A. Saggese	
3.	**APPROVAL OF NEW MATERIAL**	A. Saggese	
4.	**APPROVAL OF THE AGENDA**	A. Saggese	
5.	**DECLARATION OF CONFLICT OF INTEREST**	A. Saggese	
6.	**APPROVAL OF THE PREVIOUS MINUTES:**		
	Student Success & Pathways Committee Meeting - December 4, 2023	A. Saggese	5
7.	**BUSINESS ARISING FROM PREVIOUS MEETING MINUTES**		
8.	**OUTSIDE PRESENTATION(S): N/A**		
9.	**STAFF PRESENTATION(S):**	A. Arcadi	
	a. PD on the Fly	D. La Gamba & C. Mazzeo	7
	b. Literacy Updates (Junior/Intermediate)	M. Perry & R. Cannone	8
	c. ESL Updates	K. Colaco	36
	d. HPE Updates	K. August	42
	e. Family Life Updates	D. Pimentel	45
10.	**ACTION ITEMS: N/A**		
11.	**DISCUSSION ITEMS**	A. Arcadi	56
	a. D2L Memo		
12.	**INFORMATION ITEMS**		
13.	**NOTICES OF MOTION**		
14.	**FUTURE AGENDA ITEM(S)**		
15.	**ADJOURNMENT:**		

Trustee Committee Members: F. Alexander, M. Barbieri, J. DiMeo, A. Grella, A. Saggese

Jesus, Prince of all Heavenly truths, Your Words are carved for eternity. You have commanded the virtue of honesty. It is the power against all deceptions. Direct Your Spirit of honesty upon us. Guide our daily thoughts, words and actions, to join those living by the Spirit of truth. For honesty yields harmony and loyalty. Amen

York Catholic District School Board

MINUTES
STUDENT SUCCESS & PATHWAYS COMMITTEE
Monday, December 04 , 2023

Attending:

Trustee Committee Members:	F. Alexander, M. Barbieri, J. DiMeo, A. Grella, A. Saggese
Other Trustees:	E. Crowe, M. Iafrate, J. Wigston
Absent with Notice:	J. DiMeo
Administration:	A. Arcadi, J. Sarna, D. Scuglia
Recording:	L. Coquim
Presiding:	A.Saggese, Committee Chair

1. **OPENING PRAYER:** (The Land Acknowledgement was recited after the Prayer)

2. **ROLL CALL:** All Present

3. **ELECTION OF OFFICERS FOR 2023-2024:**
   Chair: A. Saggese
   Vice Chair: M. Barbieri

PRESIDING: Angela Saggese, Committee Chair called the meeting to order at 6:37 p.m.

4. **REVIEW OF THE 2024 TERMS OF REFERENCE:**
   THAT the 2024 Terms of Reference for the Student Success & Pathways Committee be approved
   MOTION: Barbieri/
   CARRIED

5. **APPROVAL OF THE AGENDA**
   THAT the Student Success & Pathways Committee Agenda be approved as presented.
   MOTION: Grella/ Barbieri
   CARRIED

6. **APPROVAL OF THE PREVIOUS MINUTES**
   THAT the Minutes of the Student Success & Pathways Committee Minutes held on May 15, 2023, & October 26, 2023, be approved as presented.
   MOTION: Alexander/ Barbieri
   CARRIED

7. **BUSINESS ARISING FROM the MINUTES OF PREVIOUS MEETING: NIL**

8. **PRESENTATION(S):**
Curriculum Updates Presentations
Presented by Anthony Arcadi, Superintendent of Education: Curriculum and Assessment

a. **FSL Updates - presented by Tanya Giovinazzo, FSL/ FI Consultant**

The Curriculum Department is offering DELF Proficiency Exams for FSL students in collaboration with the Ministry of Education, focusing on listening, speaking, reading, and writing skills. Last year, 97% of participants received diplomas. This year's exams will be in May, with three levels available.

DELF exams serve as official proof of language skills, recognized internationally and by the Canadian government. Trained teachers facilitate the exams, enhancing language goals for students.

The Curriculum Department introduces three digital tools to enhance French proficiency, including Smash Education for vocabulary and language structure acquisition, Mary Glasgow Magazines for fluency, and "Jusqu'au bout" to support DELF exam preparation.

Teacher training for early literacy in French Immersion emphasizes evidence-based reading approaches. The focus includes decoding, spelling, and reading words in stories. The department provides phonics resources and decodable books, with 14 teachers attending an AIM language learning in-service.

French Immersion schools hosted information meetings in November for parents interested in applying for the FI program for their child. The evening is intended to promote the program and feature the French as a second language consultant.

Trustee Iafrate inquired about the duration of DELF's existence and how students are informed of the exam. Regarding JAB, is it considered a recommended part of exam preparation, ensuring students are adequately prepared for the DELF exam?

Consultant Giovinazzo explained DELF, part of YCDSB since 2018, paused in 2020-2021 due to the pandemic but restarted in 2022. Department heads learn about it in subject council meetings. System memos reach guidance counsellors, and promotional activities include posters and French teachers. A student-friendly website is being developed for application details, exam preparation, and procedures.

The JAB (Jusqu'au Bout) resource is an instructional tool designed for teachers, rooted in the Common European Framework (CEFR) upon which DELF is based. The CEFR framework is integrated into our FSL curriculum, serving as a guide for language learning and teaching. This program is aimed at enhancing student proficiency and is aligned with the various levels of the DELF exam. It has been distributed to every secondary school in our system, and we strongly encourage teachers to incorporate it into their classrooms.

Superintendent Arcadi added that YCDSB French teachers are eager to inform students about the valuable DELF opportunity. This designation is highly sought after and provides a significant advantage in career choices. Recognized globally by major corporations and the federal government, the DELF has a positive impact on our system, helping retain students in their French studies and enhancing job opportunities.

b. Tech-Enabled Learning Updates - presented by Chris Reda, Paul Palma & Angela Carone

Tech-Enabled Learning Resource Website: The YCDSB's curriculum department maintains the Tech-Enabled Learning Resource website for educators, offering ongoing updates and resources. Staff can access it through the YCDSB Apps bookmark, as demonstrated by Consultant Reda during the meeting.

3D Printer Borrowing Program: YCDSB's 3D printer borrowing program allows schools to borrow Dremel 3D printers for three-week periods without rental fees. Six printers are available, and teachers can request them for projects aligned with the curriculum. Initiated in 2018-2019, the program has seen positive feedback, involving 75 projects, 128 teachers, and 6,800 students.

Digital Licenses for Educational Pursuits:
YCDSB recently secured diverse digital licenses to support both students and teachers. Consultant Palma detailed the available virtual learning environments (VLEs), highlighting their unique features to enhance the learning experience.

Trustees' Engagement with VLE:
Trustees engaged in a hands-on exercise to experience the benefits of virtual learning environments. Superintendent Arcadi, Director Suglia, and Trustee Chair Saggese expressed appreciation for the interactive tools acquired by YCDSB.

D2L VLE Platform Overview:
Consultant Carone presented the D2L VLE platform's support for daily tasks and assignments, with teachers accessing Ministry/CVO curriculum content. Additionally, 38 new Catholic-infused courses were introduced for the 2023-24 academic year.

eLearning Program Expansion:
YCDSB's eLearn program, presented by Consultant Palma, has expanded to 130 sections for 2023-2024, meeting increased demand. Currently, around 3200 students are enrolled, including both YCDSB and out-of-board students.

In-Service Training Importance:
Trustee Saggese emphasized the importance of in-service training, particularly for transitional years. Consultant Carone confirmed that the Tech-Enabled Learning Team actively supports teachers through school visits since September.

Google Classroom vs. D2L Choice:
Trustee Iafrate questioned the choice between Google Classroom and D2L. Consultant Palma clarified that Google Classroom is preferred in elementary schools, aligning better with students' needs. D2L considered more advanced, is used in the secondary panel to address those students' requirements.

c. Continuing Education Updates - presented by Anthony Pasquini

During the Continuing Education Updates presented by Principal Anthony Pasquini, new and innovative programs were highlighted, featuring enriched international languages programs with Japanese and Armenian, expanded tutoring for Grades 1-6 in General Interest programming, and a partnership with STEM Minds for technology and coding programs on Saturdays. A comparison of enrollment figures between fall 2022 and 2023 across various programs, including International Languages, General Interest, Grade 7 & 8 Remedial, Adult Conversation, and secondary programs, revealed a slight increase in enrollment for both elementary and secondary levels. Principal Pasquini provided a comprehensive summary of the new initiatives, including After-School Remedial Literacy and Numeracy for grades 9 and 10, Aquatics Courses

with 17 students earning credit and accreditation, and Travel For Credit - Summer School offering destinations such as Ottawa, Montreal, New York City, Vancouver, and Italy, with approximately 140 registrations for Grade 12 English and Visual Arts in Italy in July 2024.

Trustee Iafrate asked about online availability for secondary international language classes. Principal Pasquini clarified that these classes have been consistently conducted remotely over the past three years, aligning with the student's preferred method of learning.

Chair Saggese asked about the slight decrease in the elementary languages program for fall 2023 and sought clarification on whether that decrease was attributed to remote or in-person attendance. Principal Pasquini confirmed that the number of sites for in-person classes decreased from 11 to 6 as a cost-cutting measure to reduce secretarial and custodial costs. This change resulted in an overall increase in the average number of students in each language class. Superintendent Arcadi also elaborated that the decrease in sights increased the increase in class sizes and overall was a cost savings initiative.

Trustee Iafrate inquired about the number of languages offered in the secondary panel. Principal Pasquini confirmed that approximately 15 languages were currently offered. Superintendent Arcadi added that introducing a new language is feasible if there is community interest, an available instructor, and a sufficient number of students to run the class.

d. Social Studies and CWS Updates: presented by Superintendent Anthony Arcadi

The Ministry of Education has mandated an update to the grade 10 Canadian World Studies course, requiring the inclusion of education on the Holodomor famine in Ukraine. This course modification is scheduled to be implemented in September 2025.

The Ministry has increased sensitivity to community issues. In response, the Social Studies curriculum for Grades 1 to 3 has been revised to include new expectations for Indigenous education, per System Memo C:013, addressed during the October 20th professional development day. Additionally, the Social Studies curriculum for Grade 6 has been updated with new Holocaust education expectations outlined in System Memo C:007, also discussed on the October 20th professional development day.

Trustee Iafrate and Chair Saggese expressed satisfaction with the Ministry's initiative to combat systemic racism and their commitment to educating students about history.

9. ACTION ITEMS: Nil

10. DISCUSSION / INFORMATION ITEMS:

Superintendent Arcadi provided an update on the information items for discussion. Principal Pimentel has completed tasks, such as promoting Family Life Lead through social media, inviting Trustees to Faith Ambassador Events, and enhancing student participation in the Reconciliation Mass.

Purchasing UFLI manuals for each teacher wasn't feasible due to the organization's policy against bulk purchases. The foundation, operating on a limited budget, channels funds back into resources.

EQAO/OSSLT results by school and by trustee are being obtained and will be shared soon.

Comparing enrollment in trades with other boards is part of an exit survey for grade 12 students.

11. NOTICE OF MOTION: NIL

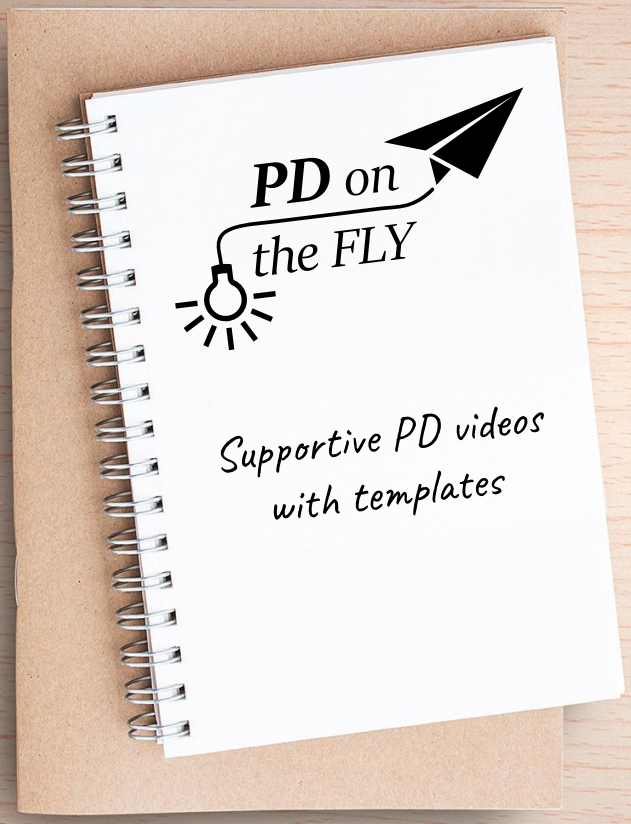
12. FUTURE AGENDA ITEM(S): NIL

13. NEXT MEETING DATE: February 5, 2024

14. ADJOURNMENT: 7:57 pm
ON MOTION: Barbieri/ Alexander
CARRIED

SSP: February 5, 2024

Curriculum & Assessment

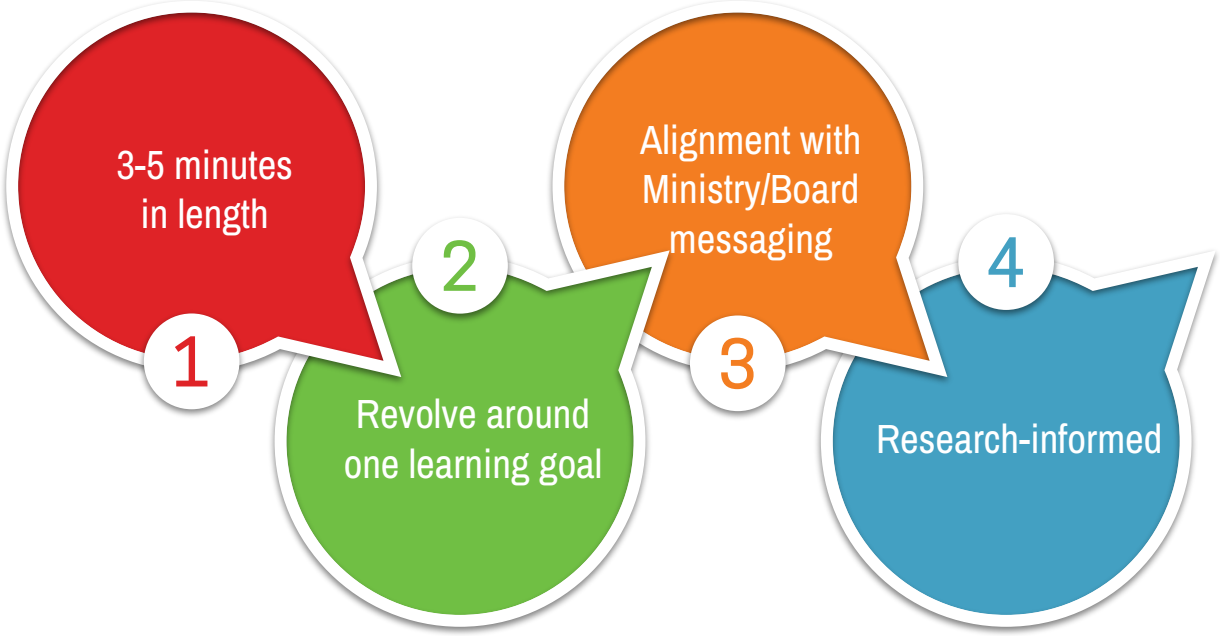


PD ON THE FLY

PD on the Fly videos are brief videos that support professional development by providing introductory information about topics related to the curriculum. These types of videos include reference files, often in the form of templates, that can be adapted by teachers to suit their classroom context.

Teachers are invited to explore these resources as a way to seamlessly integrate new concepts into their instructional practice.

GENERAL FEATURES OF THESE VIDEOS



Curriculum & Assessment Website

Home | Programs | Planning | PD | Contacts

Enhanced searching

The Curriculum & Assessment website has a dedicated page that houses all of the PD on the Fly videos (**https://bit.ly/pd-fly**). This library of videos is curated in a table with enhanced searching features (i.e., ability to search by keyword and/or filter by subject).

Search by keyword | Filter by Subject

Topic	Subject	Learning Goal	Link
Advanced Word Study	Language	To introduce the concept of MorphologyTo highlight Advanced Word Study as a highly effective program for intermediate phonics, morphology and etymology instruction.	Link
Appositives	Language	To highlight how understanding appositives can be supported by combining sentences.	Link
Area of Rectangles	Mathematics	To highlight how an array makes it possible to calculate the area of a rectangle.	Link
BTC - Vertical Non-Permanent Surface	De-streaming	To focus on vertical non-permanent surfaces (a component of building thinking classrooms).	Link
Christian Meditation	Religion	To provide an introduction to Christian Meditation.	Link
Common Math Tasks	Mathematics	To highlight how to administer a common math task across the entire school as part of the school improvement process.	Link
Cursive Writing	Language	To highlight best practices associated with cursive writing instruction.	Link
De-streaming Reflective Toolkit	De-streaming	To review the pillars and strategies in the De-streaming Reflective Toolkit and how it can be used as a resource to support de-streamed classrooms.	Link
Decodable Texts	Language	To highlight the attributes of decodable texts.	Link
Decodables in French Immersion	FSL	To highlight how decodable books can be used to support early readers in the French Immersion program.	Link
Desmos Walkthrough	Mathematics	To provide a walkthrough for using Desmos, a free technology platform to support and progress the conceptualization of mathematics content.	Link
EQAO Digital Tools (Grade 3)	EQAO	To highlight the various tools embedded in the e-assessment platform of the Grade 3 EQAO Literacy Assessment.	Link
EQAO Digital Tools (Grade 6)	EQAO	To highlight the various tools embedded in the e-assessment platform of the Grade 6 EQAO Literacy Assessment.	Link
EQAO Literacy Prep Pack	EQAO	To introduce the content found within the EQAO Literacy Prep Pack and suggest strategies for its implementation in our classrooms.	Link
Indigenous Education Website Tour	Indigenous Education	To provide a tour of the Indigenous Education Website.	Link
Ishango Bone	Mathematics	To highlight the story of the Ishango bone and how this ancient counting tool can be used to add numbers.	Link
Literary Devices	Language	To highlight how literary devices can be explored through mentor texts.	Link
Morphology	Language	To introduce the concept of Morphology.	Link
Phonics in the French Immersion Program	FSL	To highlight how targeted instruction in phonics can support early readers in the French Immersion program.	Link

ELEMENTARY EXAMPLE: LITERARY DEVICES

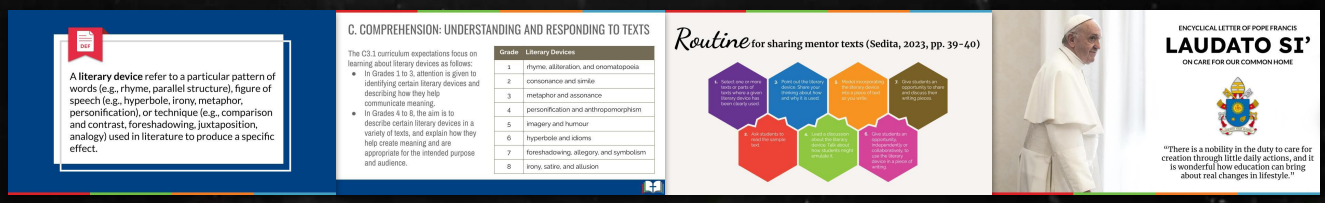
Video Link: https://bit.ly/potf-ld
System Memo Reference #: C:141

The term **literary device** is defined.

Indicate the different literary devices that are prioritized in the curriculum by grade.

Showcase a method for analyzing literary devices systematically.

Promote Catholic connections to the learning.



SECONDARY EXAMPLE: DE-STREAMING REFLECTIVE TOOLKIT

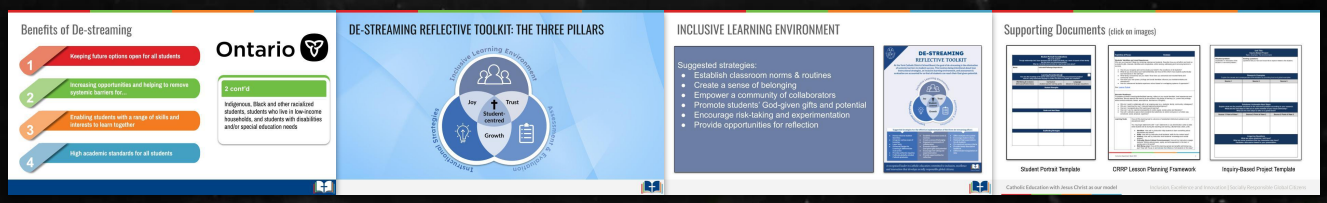
Video Link: https://bit.ly/potf-drt
System Memo Reference #: C:211

Board de-streaming efforts aligned with Ministry messaging.

Overview of the De-streaming Reflective Toolkit pillars.

Suggested strategies per pillar are listed. Example is celebrating students gifts and talents.

Tangible instructional resources based on current research.



welcome

Marlene Perry

K-12 Literacy Consultant

Robert Cannone

K-8 Program Consultant

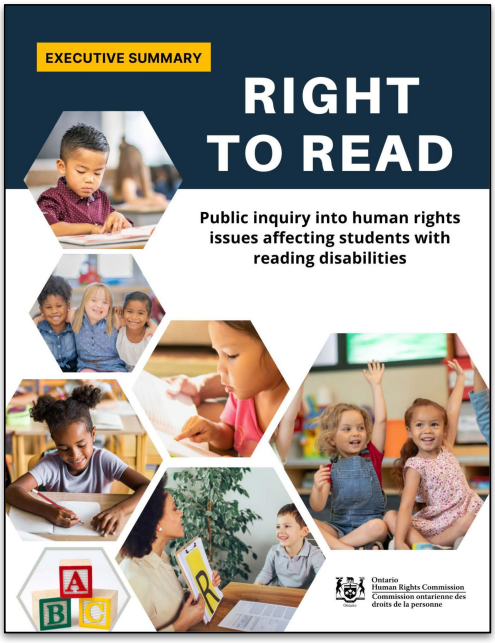
ST. KATHARINE DREXEL

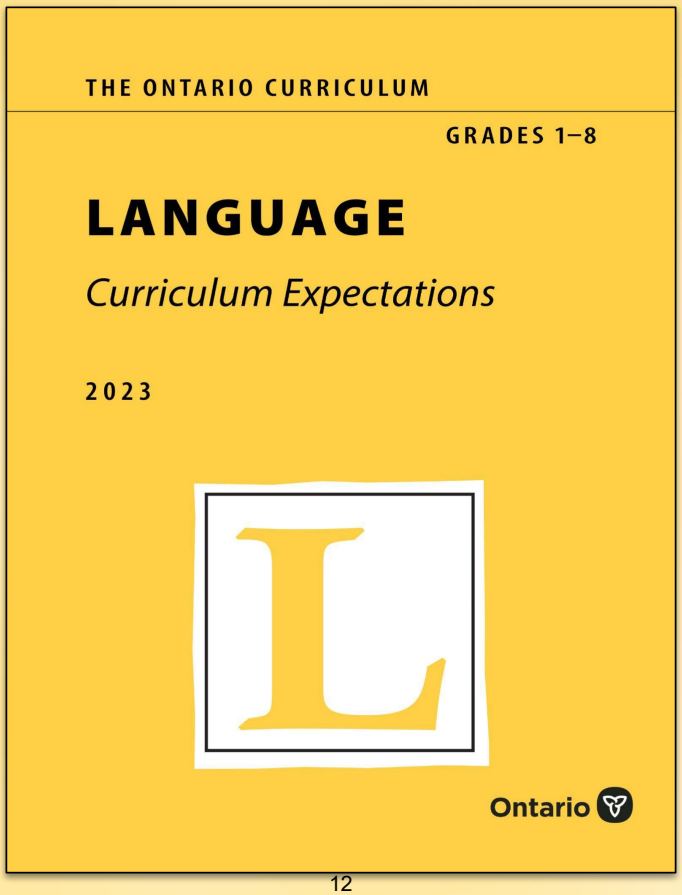
Saint Katharine Drexel was canonized on October 1, 2000 by Pope John Paul II.

She is remembered for her undaunted spirit of courageous initiative in addressing social inequities among minorities and her strong belief that education was the key to opportunity.

Recommendation #27 of the Right to Read Report;

> The Ontario Human Rights Commission has recommended for mandatory explicit, systematic and direct instruction in foundational reading skills, including phonemic awareness, phonics and decoding, and word reading proficiency

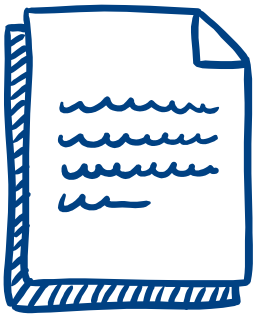


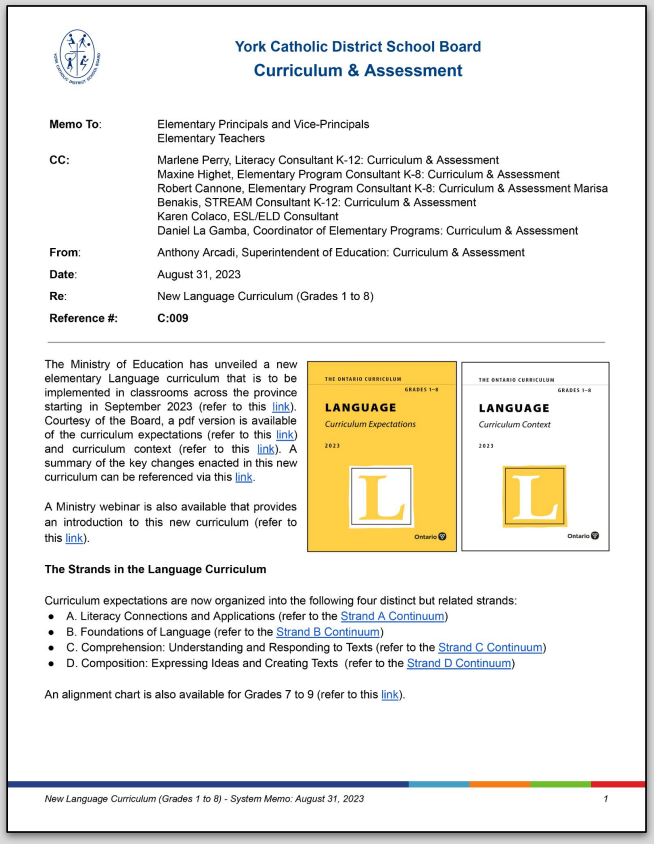


Supports

System Memo C:009

New Language Curriculum





York Catholic District School Board
Curriculum & Assessment

Memo To: Elementary Principals and Vice-Principals
Elementary Teachers

CC: Marlene Perry, Literacy Consultant K-12: Curriculum & Assessment
Maxine Highet, Elementary Program Consultant K-8: Curriculum & Assessment
Robert Cannone, Elementary Program Consultant K-8: Curriculum & Assessment Marisa Benakis, STREAM Consultant K-12: Curriculum & Assessment
Karen Colaco, ESL/ELD Consultant
Daniel La Gamba, Coordinator of Elementary Programs: Curriculum & Assessment

From: Anthony Arcadi, Superintendent of Education: Curriculum & Assessment

Date: August 31, 2023

Re: New Language Curriculum (Grades 1 to 8)

Reference #: **C:009**

The Ministry of Education has unveiled a new elementary Language curriculum that is to be implemented in classrooms across the province starting in September 2023 (refer to this link). Courtesy of the Board, a pdf version is available of the curriculum expectations (refer to this link) and curriculum context (refer to this link). A summary of the key changes enacted in this new curriculum can be referenced via this link.

A Ministry webinar is also available that provides an introduction to this new curriculum (refer to this link).

The Strands in the Language Curriculum

Curriculum expectations are now organized into the following four distinct but related strands:

- A. Literacy Connections and Applications (refer to the Strand A Continuum)
- B. Foundations of Language (refer to the Strand B Continuum)
- C. Comprehension: Understanding and Responding to Texts (refer to the Strand C Continuum)
- D. Composition: Expressing Ideas and Creating Texts (refer to the Strand D Continuum)

An alignment chart is also available for Grades 7 to 9 (refer to this link).

New Language Curriculum (Grades 1 to 8) - System Memo: August 31, 2023 1

EXPLORING THE STRANDS: WHAT'S CHANGED

- Oral Communication
- Reading
- Writing
- Media Literacy

Curriculum Structure (2006)

Phonics & Word Study

- Literacy Connections and Applications (A)
- Foundations of Language (B)
- Comprehension: Understanding and Responding to Texts (C)
- Composition: Expressing Ideas and Creating Texts (D)

Curriculum Structure (2023)

SIMPLE VIEW OF READING BY GOUGH & TUNMER

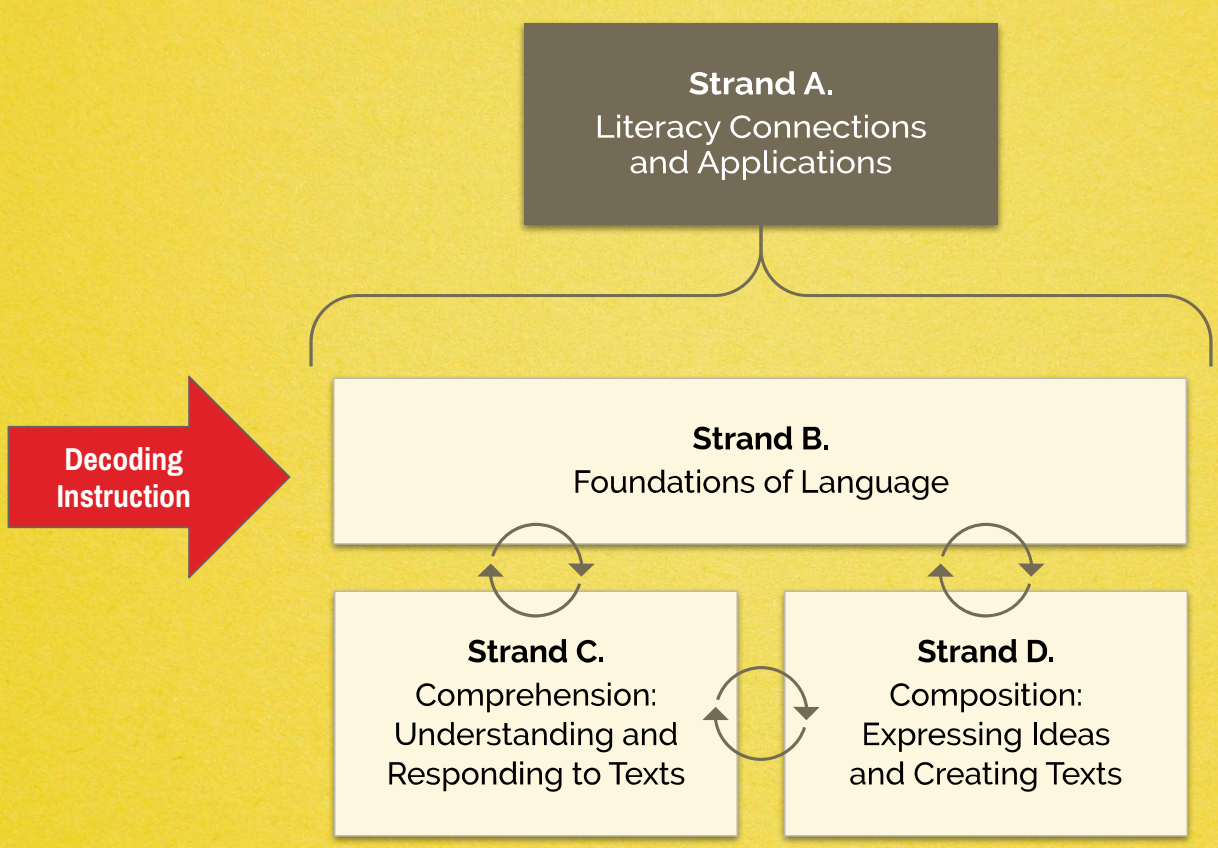
Decoding/Word Recognition
(ability to read individual words)
D

X

Oral Language Comprehension
(ability to understand spoken language)
C

=

Reading Comprehension
(ability to understand printed text)
R



B. FOUNDATIONS IN LANGUAGE

The systematic teaching of foundational knowledge and skills is critically important. It requires focused and dedicated time and must follow a carefully planned sequence for introducing specific concepts, knowledge, and skills.

Curriculum Context (Ontario Language Curriculum)

Language Foundations Continuum for Reading and Writing, Grades 1–4, Overall Expectation B2

Ontario Language Curriculum, Grades 1 to 8, 2023

Ontario

Phonemic Awareness

Grade 1: B2.1

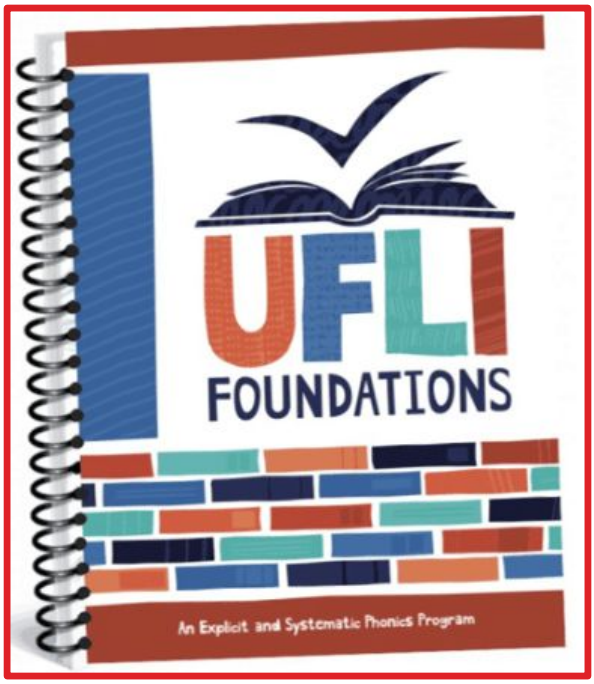
Phonological awareness refers to the ability to reflect on the sound structure of spoken language. *Phonemic awareness* is a subcomponent of phonological awareness. It refers to the ability to identify and manipulate the smallest unit of sound in spoken words, called a *phoneme*. When students begin to identify, notice, segment, blend, and manipulate individual sounds or phonemes in words, they are developing and consolidating their phonemic awareness. Teaching these skills occurs largely in the context of teaching the decoding and spelling of written words.

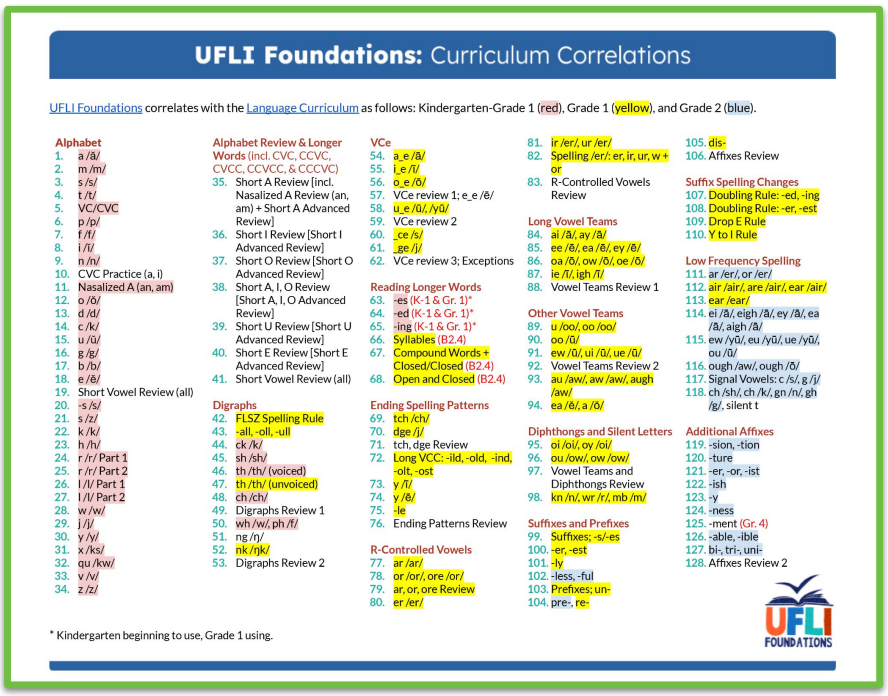
	Kindergarten/Grade 1*	Grade 1	Grade 2	Grade 3	Grade 4
Knowledge and skills: isolating phonemes	Isolating the phonemes they hear in words – an important skill to support segmentation				
Looks like…	• identifying phonemes orally in spoken words (e.g., prompt: "What is the first sound in the word *sun*?"), first with continuous sounds, and then with stop sounds • identifying phonemes in different positions in a word, first with initial phonemes, then with final, and then with medial, with prompting • noticing and describing the oral-motor movements used to produce a sound when helpful, including placement, manner, and voicing (e.g., lips popping with a quiet voice box for /p/ or tongue tapping the back of the teeth with a noisy voice box for /d/)				
Knowledge and skills: blending phonemes	Orally blending phonemes to form spoken words, starting with blending two to three phonemes into a word (with a simple syllable structure) and progressing to more complex structures (Note: C stands for *consonant;* V stands for *vowel*.)	Orally blending phonemes to form spoken words, beginning with two phonemes and progressing to words with up to five sounds with teacher support			

* This column denotes knowledge and skills that children need to acquire before they can move on to the required learning in the next column. Some may have already acquired this learning before they enter Grade 1, while others have not. Ensuring that all students have this foundation sets them up for success and enables them to build on their learning from grade to grade.

1 |

Primary





UFLI Foundations: Curriculum Correlations

UFLI Foundations correlates with the Language Curriculum as follows: Kindergarten-Grade 1 (red), Grade 1 (yellow), and Grade 2 (blue).

Alphabet
1. a /ā/
2. m /m/
3. s /s/
4. t /t/
5. VC/CVC
6. p /p/
7. f /f/
8. i /ī/
9. n /n/
10. CVC Practice (a, i)
11. Nasalized A (an, am)
12. o /ō/
13. d /d/
14. c /k/
15. u /ū/
16. g /g/
17. b /b/
18. e /ē/
19. Short Vowel Review (all)
20. -s /s/
21. s /z/
22. k /k/
23. h /h/
24. r /r/ Part 1
25. r /r/ Part 2
26. l /l/ Part 1
27. l /l/ Part 2
28. w /w/
29. j /j/
30. y /y/
31. x /ks/
32. qu /kw/
33. v /v/
34. z /z/

Alphabet Review & Longer Words (incl. CVC, CCVC, CVCC, CCVCC, & CCCVC)
35. Short A Review [incl. Nasalized A Review (an, am) + Short A Advanced Review]
36. Short I Review [Short I Advanced Review]
37. Short O Review [Short O Advanced Review]
38. Short A, I, O Review [Short A, I, O Advanced Review]
39. Short U Review [Short U Advanced Review]
40. Short E Review [Short E Advanced Review]
41. Short Vowel Review (all)

Digraphs
42. FLSZ Spelling Rule
43. -all, -oll, -ull
44. ck /k/
45. sh /sh/
46. th /th/ (voiced)
47. th /th/ (unvoiced)
48. ch /ch/
49. Digraphs Review 1
50. wh /w/, ph /f/
51. ng /ŋ/
52. nk /ŋk/
53. Digraphs Review 2

VCe
54. a_e /ā/
55. i_e /ī/
56. o_e /ō/
57. VCe review 1; e_e /ē/
58. u_e /ū/, /yū/
59. VCe review 2
60. _ce /s/
61. _ge /j/
62. VCe review 3; Exceptions

Reading Longer Words
63. -es (K-1 & Gr. 1)*
64. -ed (K-1 & Gr. 1)*
65. -ing (K-1 & Gr. 1)*
66. Syllables (B2.4)
67. Compound Words + Closed/Closed (B2.4)
68. Open and Closed (B2.4)

Ending Spelling Patterns
69. tch /ch/
70. dge /j/
71. tch, dge Review
72. Long VCC: -ild, -old, -ind, -olt, -ost
73. y /ī/
74. y /ē/
75. -le
76. Ending Patterns Review

R-Controlled Vowels
77. ar /ar/
78. or /or/, ore /or/
79. ar, or, ore Review
80. er /er/
81. ir /er/, ur /er/
82. Spelling /er/: er, ir, ur, w + or
83. R-Controlled Vowels Review

Long Vowel Teams
84. ai /ā/, ay /ā/
85. ee /ē/, ea /ē/, ey /ē/
86. oa /ō/, ow /ō/, oe /ō/
87. ie /ī/, igh /ī/
88. Vowel Teams Review 1

Other Vowel Teams
89. u /oo/, oo /oo/
90. oo /ū/
91. ew /ū/, ui /ū/, ue /ū/
92. Vowel Teams Review 2
93. au /aw/, aw /aw/, augh /aw/
94. ea /ē/, a /ō/

Diphthongs and Silent Letters
95. oi /oi/, oy /oi/
96. ou /ow/, ow /ow/
97. Vowel Teams and Diphthongs Review
98. kn /n/, wr /r/, mb /m/

Suffixes and Prefixes
99. Suffixes; -s/-es
100. -er, -est
101. -ly
102. -less, -ful
103. Prefixes; un-
104. pre-, re-
105. dis-
106. Affixes Review

Suffix Spelling Changes
107. Doubling Rule: -ed, -ing
108. Doubling Rule: -er, -est
109. Drop E Rule
110. Y to I Rule

Low Frequency Spelling
111. ar /er/, or /er/
112. air /air/, are /air/, ear /air/
113. ear /ear/
114. ei /ā/, eigh /ā/, ey /ā/, ea /ā/, aigh /ā/
115. ew /yū/, eu /yū/, ue /yū/, ou /ū/
116. ough /aw/, ough /ō/
117. Signal Vowels: c /s/, g /j/
118. ch /sh/, ch /k/, gn /n/, gh /g/, silent t

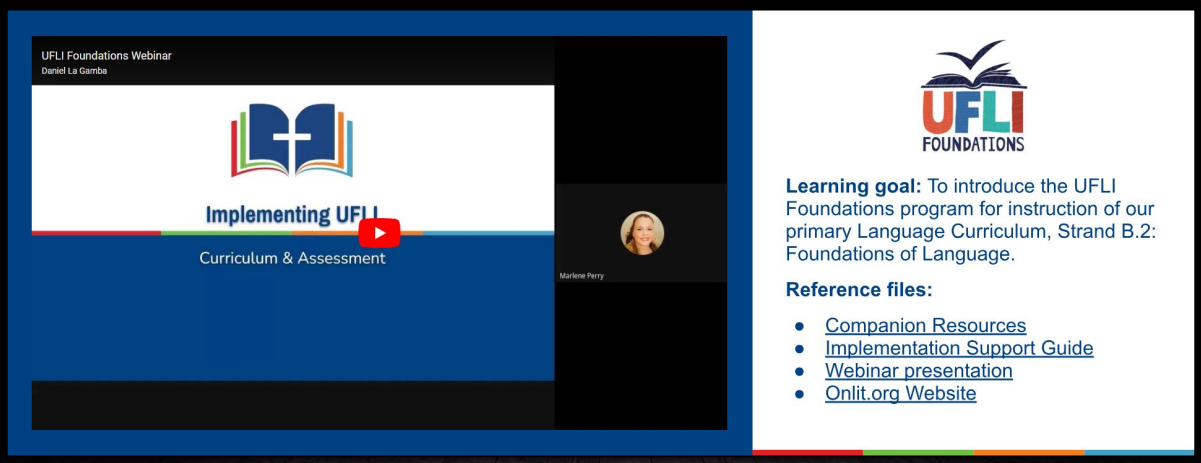
Additional Affixes
119. -sion, -tion
120. -ture
121. -er, -or, -ist
122. -ish
123. -y
124. -ness
125. -ment (Gr. 4)
126. -able, -ible
127. bi-, tri-, uni-
128. Affixes Review 2

* Kindergarten beginning to use, Grade 1 using.

CLICK HERE

Getting Started with UFLI Foundations

Curriculum & Assessment



Progression of knowledge and skills of Language Foundations

- phonemic awareness
- alphabetic knowledge
- phonics: grapheme-phoneme correspondence
- word-level reading and spelling: using phonics knowledge
- word-level reading and spelling: using orthographic knowledge
- word-level reading and spelling: using morphological knowledge
- vocabulary
- reading fluency: accuracy, rate, and prosody

DEF

Phonics is the systematic and structured teaching of grapheme-phoneme correspondences and how to use these to decode/read and encode/spell words.

DEF

Morphology is the study of morphemes, the smallest meaningful units of language and the structural components of both written and spoken words.

DEF

Etymology is the study of the origin of words.

e.g. **etymon** means “origin of a word” in Latin, **ology** means “a subject of study” in Greek.

Language Foundations Continuum for Reading and Writing, Grades 1–4, Overall Expectation B2

Ontario Language Curriculum, Grades 1 to 8, 2023

Ontario

Phonemic Awareness

Grade 1: B2.1

Phonological awareness refers to the ability to reflect on the sound structure of spoken language. *Phonemic awareness* is a subcomponent of phonological awareness. It refers to the ability to identify and manipulate the smallest unit of sound in spoken words, called a *phoneme*. When students begin to identify, notice, segment, blend, and manipulate individual sounds or phonemes in words, they are developing and consolidating their phonemic awareness. Teaching these skills occurs largely in the context of teaching the decoding and spelling of written words.

	Kindergarten/Grade 1*	Grade 1	Grade 2	Grade 3	Grade 4
Knowledge and skills: isolating phonemes	Isolating the phonemes they hear in words – an important skill to support segmentation				
Looks like…	• identifying phonemes orally in spoken words (e.g., prompt: "What is the first sound in the word *sun*?"), first with continuous sounds, and then with stop sounds • identifying phonemes in different positions in a word, first with initial phonemes, then with final, and then with medial, with prompting • noticing and describing the oral-motor movements used to produce a sound when helpful, including placement, manner, and voicing (e.g., lips popping with a quiet voice box for /p/ or tongue tapping the back of the teeth with a noisy voice box for /d/)				
Knowledge and skills: blending phonemes	Orally blending phonemes to form spoken words, starting with blending two to three phonemes into a word (with a simple syllable structure) and progressing to more complex structures (Note: C stands for *consonant;* V stands for *vowel*.)	Orally blending phonemes to form spoken words, beginning with two phonemes and progressing to words with up to five sounds with teacher support			

* This column denotes knowledge and skills that children need to acquire before they can move on to the required learning in the next column. Some may have already acquired this learning before they enter Grade 1, while others have not. Ensuring that all students have this foundation sets them up for success and enables them to build on their learning from grade to grade.

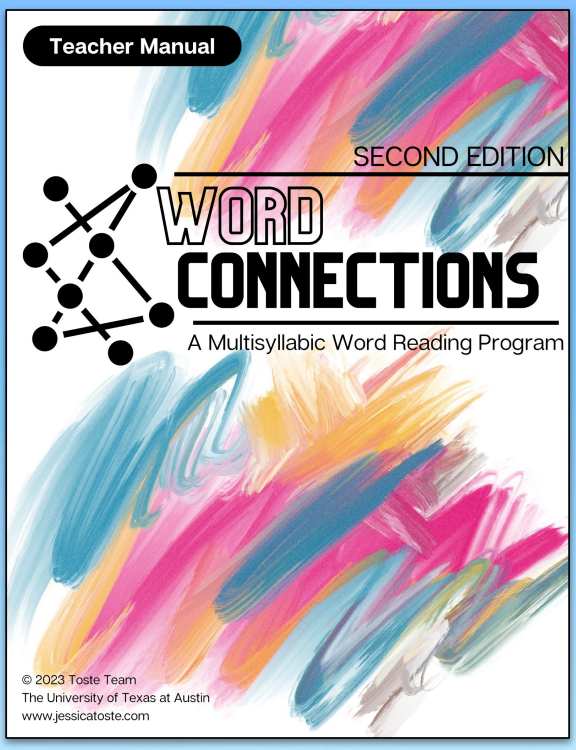
1 |

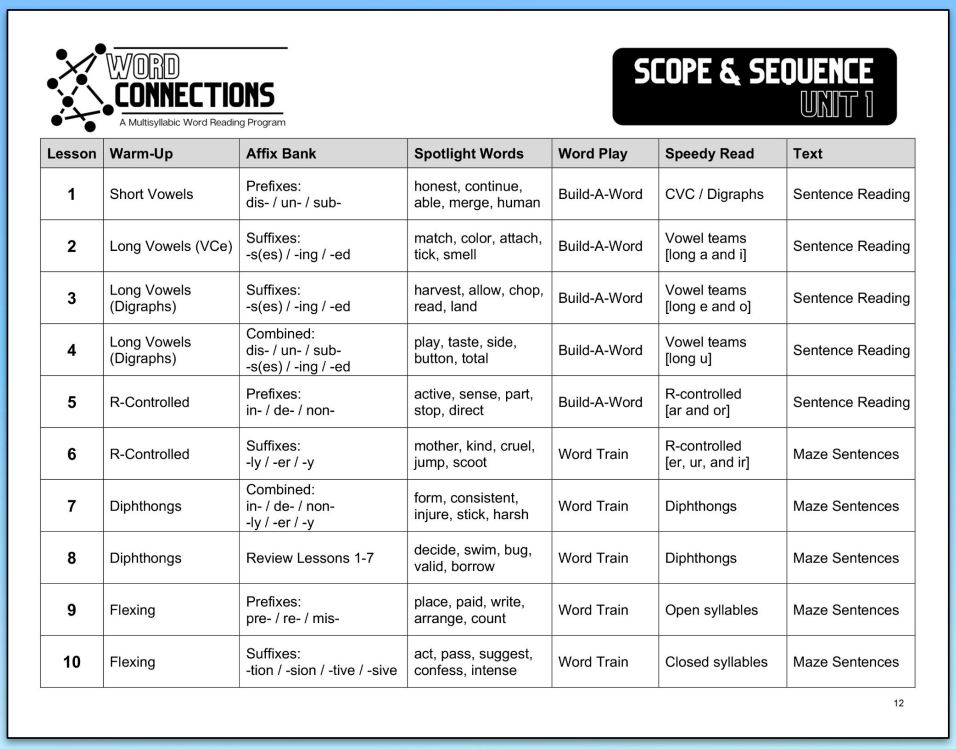
Junior

L

B.2.1 Word-Level Reading and Spelling: Using Morphological Knowledge

Grade 4	Grade 5	Grade 6
use knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words	use knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words	use generalized knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell complex words with accuracy and automaticity





WORD CONNECTIONS
A Multisyllabic Word Reading Program

SCOPE & SEQUENCE
UNIT 1

Lesson	Warm-Up	Affix Bank	Spotlight Words	Word Play	Speedy Read	Text
1	Short Vowels	Prefixes: dis- / un- / sub-	honest, continue, able, merge, human	Build-A-Word	CVC / Digraphs	Sentence Reading
2	Long Vowels (VCe)	Suffixes: -s(es) / -ing / -ed	match, color, attach, tick, smell	Build-A-Word	Vowel teams [long a and i]	Sentence Reading
3	Long Vowels (Digraphs)	Suffixes: -s(es) / -ing / -ed	harvest, allow, chop, read, land	Build-A-Word	Vowel teams [long e and o]	Sentence Reading
4	Long Vowels (Digraphs)	Combined: dis- / un- / sub- -s(es) / -ing / -ed	play, taste, side, button, total	Build-A-Word	Vowel teams [long u]	Sentence Reading
5	R-Controlled	Prefixes: in- / de- / non-	active, sense, part, stop, direct	Build-A-Word	R-controlled [ar and or]	Sentence Reading
6	R-Controlled	Suffixes: -ly / -er / -y	mother, kind, cruel, jump, scoot	Word Train	R-controlled [er, ur, and ir]	Maze Sentences
7	Diphthongs	Combined: in- / de- / non- -ly / -er / -y	form, consistent, injure, stick, harsh	Word Train	Diphthongs	Maze Sentences
8	Diphthongs	Review Lessons 1-7	decide, swim, bug, valid, borrow	Word Train	Diphthongs	Maze Sentences
9	Flexing	Prefixes: pre- / re- / mis-	place, paid, write, arrange, count	Word Train	Open syllables	Maze Sentences
10	Flexing	Suffixes: -tion / -sion / -tive / -sive	act, pass, suggest, confess, intense	Word Train	Closed syllables	Maze Sentences

12

System Memo C:282

York Catholic District School Board
Curriculum & Assessment

Memo To: Elementary Principals and Vice-Principals
Elementary Language Teachers of Grades 4-6

CC: Marlene Perry, Literacy Consultant K-12: Curriculum & Assessment
Maxine Highet, Elementary Program Consultant K-8: Curriculum & Assessment
Robert Cannone, Elementary Program Consultant K-8: Curriculum & Assessment
Marisa Benakis, STREAM Consultant K-12: Curriculum & Assessment
Daniel La Gamba, Coordinator of Elementary Programs: Curriculum & Assessment

From: Anthony Arcadi, Superintendent of Education: Curriculum & Assessment

Date: December 14, 2023

Re: Onlit.org, Word Connections (Support for New Language Curriculum)

Reference #: **C:282**

As a continuation of System Memos C:009 and C:276, the Curriculum Department is pleased to make Word Connections available by Dr. Jessica R. Toste, an open-source phonics and morphology program to address Junior's B2.1 expectations of the language curriculum. This resource is designed for teachers and students with limited experience with advanced phonics instruction. It provides an accelerated scope and sequence of syllable types and common prefixes, suffixes, and base words. The lessons include detailed descriptions, scripts and additional practice activities.

Word Connections is shared publicly on the Onlit.org website (refer to System Memo C:032), a website funded by the Ministry of Education to address the new language curriculum (teachers are encouraged to register via this link: https://onlit.org/signup/).

Please click here to view a PD on the Fly video introducing the Word Connections resource.

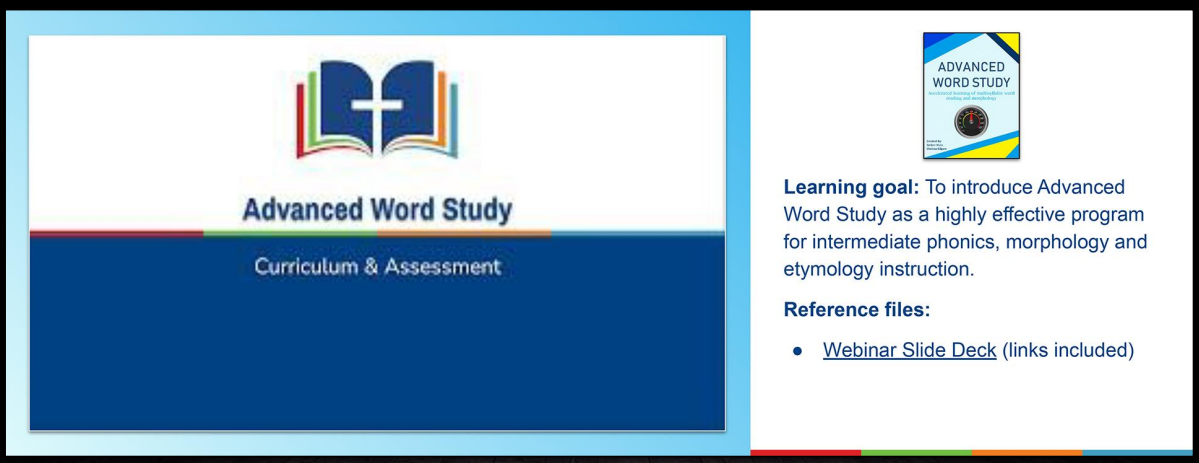
The Curriculum and Assessment department is pleased to provide optional after-school virtual training for this program. **Please note a webinar recording of the session will be made available later via system memo.**

Date	Time	Location	PL #
Thursday, January 25, 2024	4:00 pm - 5:00 pm	Via Google Meet	21686
A Google Meet link will be issued upon registration.			

Please register online via Professional Learning. If you require registration support, please contact the Call Centre at 1-888-767-4778, Option #3.

If you have any questions regarding the training session, please contact marlene.perry@ycdsb.ca.

Onlit.org, Word Connections (Support for New Language Curriculum) - System Memo: December 14, 2023 1



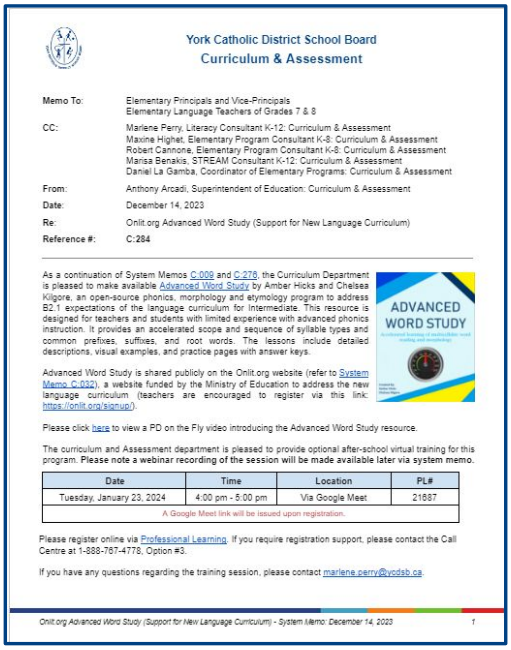
Intermediate

L

B.2.1 Word-Level Reading and Spelling: Using Morphological Knowledge

Grade 7	Grade 8	ENL1W
use generalized knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell complex words with accuracy and automaticity	use consolidated knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell complex words with accuracy and automaticity	use consolidated knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell complex words with accuracy and automaticity

System Memos C:284 and C:283



York Catholic District School Board
Curriculum & Assessment

Memo To: Elementary Principals and Vice-Principals
Elementary Language Teachers of Grades 7 & 8

CC: Marlene Perry, Literacy Consultant K-12: Curriculum & Assessment
Maxine Highet, Elementary Program Consultant K-8: Curriculum & Assessment
Robert Cannone, Elementary Program Consultant K-8: Curriculum & Assessment
Marisa Benakis, STREAM Consultant K-12: Curriculum & Assessment
Daniel La Gamba, Coordinator of Elementary Programs: Curriculum & Assessment

From: Anthony Arcadi, Superintendent of Education: Curriculum & Assessment

Date: December 14, 2023

Re: Onlit.org Advanced Word Study (Support for New Language Curriculum)

Reference #: C:284

As a continuation of System Memos C:009 and C:278, the Curriculum Department is pleased to make available Advanced Word Study by Amber Hicks and Chelsea Kilgore, an open-source phonics, morphology and etymology program to address B2.1 expectations of the language curriculum for Intermediate. This resource is designed for teachers and students with limited experience with advanced phonics instruction. It provides an accelerated scope and sequence of syllable types and common prefixes, suffixes, and root words. The lessons include detailed descriptions, visual examples, and practice pages with answer keys.

Advanced Word Study is shared publicly on the Onlit.org website (refer to System Memo C:032), a website funded by the Ministry of Education to address the new language curriculum (teachers are encouraged to register via this link: https://onlit.org/signup/).

Please click here to view a PD on the Fly video introducing the Advanced Word Study resource.

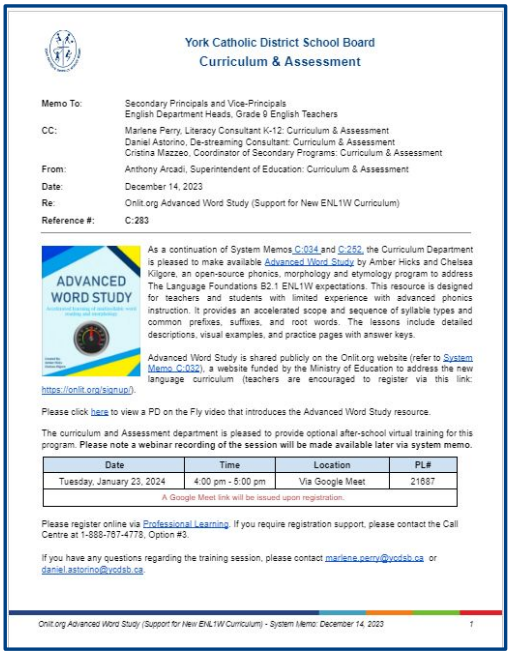
The curriculum and Assessment department is pleased to provide optional after-school virtual training for this program. **Please note a webinar recording of the session will be made available later via system memo.**

Date	Time	Location	PL#
Tuesday, January 23, 2024	4:00 pm - 5:00 pm	Via Google Meet	21687
A Google Meet link will be issued upon registration.			

Please register online via Professional Learning. If you require registration support, please contact the Call Centre at 1-888-767-4778, Option #3.

If you have any questions regarding the training session, please contact marlene.perry@ycdsb.ca.

Onlit.org Advanced Word Study (Support for New Language Curriculum) - System Memo: December 14, 2023 1



York Catholic District School Board
Curriculum & Assessment

Memo To: Secondary Principals and Vice-Principals
English Department Heads, Grade 9 English Teachers

CC: Marlene Perry, Literacy Consultant K-12: Curriculum & Assessment
Daniel Astorino, De-streaming Consultant: Curriculum & Assessment
Cristina Mazzeo, Coordinator of Secondary Programs: Curriculum & Assessment

From: Anthony Arcadi, Superintendent of Education: Curriculum & Assessment

Date: December 14, 2023

Re: Onlit.org Advanced Word Study (Support for New ENL1W Curriculum)

Reference #: C:283

As a continuation of System Memos C:034 and C:252, the Curriculum Department is pleased to make available Advanced Word Study by Amber Hicks and Chelsea Kilgore, an open-source phonics, morphology and etymology program to address The Language Foundations B2.1 ENL1W expectations. This resource is designed for teachers and students with limited experience with advanced phonics instruction. It provides an accelerated scope and sequence of syllable types and common prefixes, suffixes, and root words. The lessons include detailed descriptions, visual examples, and practice pages with answer keys.

Advanced Word Study is shared publicly on the Onlit.org website (refer to System Memo C:032), a website funded by the Ministry of Education to address the new language curriculum (teachers are encouraged to register via this link: https://onlit.org/signup/).

Please click here to view a PD on the Fly video that introduces the Advanced Word Study resource.

The curriculum and Assessment department is pleased to provide optional after-school virtual training for this program. **Please note a webinar recording of the session will be made available later via system memo.**

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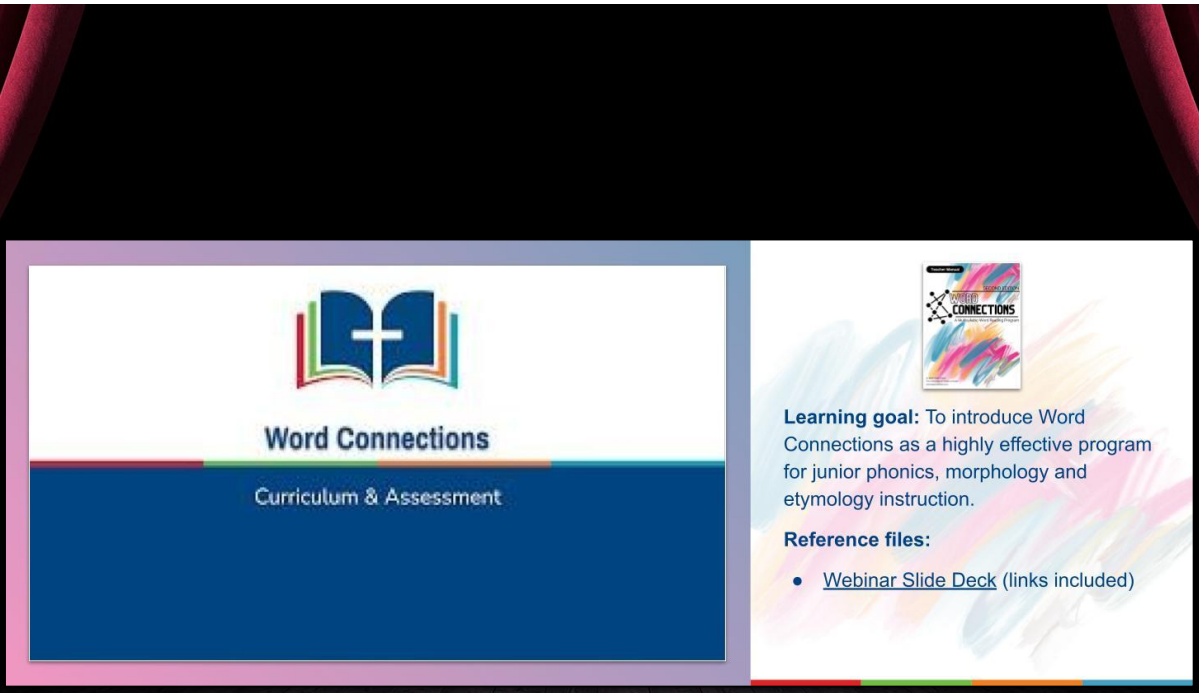
Please register online via Professional Learning. If you require registration support, please contact the Call Centre at 1-888-767-4778, Option #3.

If you have any questions regarding the training session, please contact marlene.perry@ycdsb.ca or daniel.astorino@ycdsb.ca.

Onlit.org Advanced Word Study (Support for New ENL1W Curriculum) - System Memo: December 14, 2023 1



ADVANCED WORD STUDY

Accelerated learning of multisyllabic word reading and morphology

Created By:
Amber Hicks
Chelsea Kilgore

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PREFIXES

FORE-
PRO-
INTER-

Lesson pg 122

Lesson Plan and Teacher Script

PREFIXES *fore-, pro-, inter-*

Focus: A prefix is a word part added to the beginning of a base word that changes its meaning. A base word is a word part that cannot be broken into smaller words or word parts. Because many base words have prefixes, it is useful to know how to identify and use these word parts to determine the meaning of words. Please note that while this strategy is often useful, there are occasions when it does not work.

Lesson Component:	Instruction:
Introduction	- Explain to students that a base word is a word part that cannot be broken into smaller words or word parts. Many base words have prefixes. A prefix is a word part added to the beginning of a base word and it changes its meaning. Because many base words have prefixes, it is useful to know how to look for and use prefixes and base words to figure out the meaning of words. This strategy is often useful, but there are occasions when it does not work. - Introduce students to the Prefixes Anchor Chart*. Explain that this chart will be filled in as new prefixes are introduced. 1. "Today's lesson is on the prefixes *fore-*, *pro-*, and *inter-*. *Fore-* is a prefix that means before. For example, the word **forecast** means to predict a future event or trend. *The weatherman's forecast was calling for thunderstorms in Mississippi.* He predicted what type of weather was coming before it happened. *Pro-* means for, toward the front or to put forth like in **proceed**. *We will proceed with the parade as normal.* In this sentence, proceed means to continue moving forward. The prefix *inter-* means between or among. An example using this prefix is **intercept**. *The defensive lineman intercepted the ball.* Intercept means to prevent something from continuing to its destination." - Add this information to Prefixes Anchor Chart* beside the new prefixes.
Word Part Reading	I Do: - Show students the words **forehead, foretell, foremost,** and **foreman,** but do not read the words aloud yet. - "Today, we will follow the morphology steps below to model how to use word part clues to determine the meaning of new words. " - "Let us look at these words that I have provided. What do you notice about these words before reading them?" - "I notice that all of the words begin with the prefix *fore-*." - Point to the word **forehead**. "I'm going to show you how to use word-part clues to figure out what this word means. First, I'll break the word into parts: prefix and base word. To segment the word, we will underline prefixes and box base words. We will underline prefixes because we can take that on or off and we still have a word that stands alone. We will box base words because it is a stable part that cannot be broken apart. For this word, we will underline *fore-* and box *head*." - "There are two types of bases. I have a poster that explains the two type of bases. We have *free bases* and *bound bases*. Free bases can stand alone even when no prefix is added. Bound bases only appear in larger words and while they still hold meaning, they cannot stand alone and can only appear with another word part."

	- "We already took the word **forehead** and underlined the prefix. We boxed head because it was the base. Head can stand alone even without the prefix *fore-*. According to our poster, this is a free base. To remember this, we will write FB above it to know it is a base that can stand alone." - "To determine the meaning of the word, I want to start by looking at the base word first because it always holds the core meaning of the word. Every word has a base." - "The base word *head* means the upper part of the human body separated from the rest of the body by a neck. I am going to draw an arrow from the base word to the first line below it. Here I am going to write the meaning of the base word *head*, which we said was the upper part of the human body." - "Now we will define the prefix. According to our anchor chart, prefix *fore-* means before. I will draw an arrow from the prefix to the second line below it. I'll write before on the second line." - "Now we are ready to define **forehead**. If *head* means the upper part of the human body, and *fore-* means before, then **forehead** must mean the body part before the head." - "We have defined what we think is the meaning of the word **forehead**. To check and ensure that this is correct, we need to read the word in the text or sentence to see if it makes sense." - "I am going to read this sentence and let's determine if our definition for **forehead** is accurate." - *"Without paying attention, Cheyenne knocked her forehead on the cabinet. She ran to her mom with a huge knot.* - "We defined **forehead** as the body part before the head. When I look at this sentence it says that she knocked her forehead on the cabinet. A cabinet is tall; therefore, it has to be a body part above the shoulders. Then the following sentence says her blood was gushing down her face. If it is gushing down, then that means it must be above her face. Therefore, our definition for **forehead** is accurate, so we now know that forehead means the body part before the head." - "Point to your forehead on your body now." - Repeat the same thinking process for **foretell**. Use sentence provided to support thinking about the meaning in context. For additional guidance in word web organization, refer to answer key attached. o *She was having a bad day, so it is impossible to **foretell** what she will do.* We Do: - Work through the word part clues with students for prefix *pro-* with example words. For additional guidance in word web organization, refer to answer key attached. - **Profound-** having or showing great knowledge and understanding *There was **profound** sadness for the nearly three thousand lives lost.* - **Proclaim-** to announce publicly *The president will **proclaim** a new holiday next month.*

	You Do: - Students work through the word part clues for prefix *inter-* with example words. For additional guidance in word web organization, refer to answer key attached. - **Intermingle-** to mix together *I had to **intermingle** at the party to make sure I saw everyone that attended.* - **International-** involving two or more nations; occurring between nations *Justin Timberlake is an **international** celebrity.* * Provide scaffolding supports as needed by individual students.

pro-

Word Origin: Greek

Meaning: before in time or position

inter-

Word Origin: Latin

Meaning: between or among

fore-

Word Origin: Anglo-Saxon

Meaning: before or in front of

Prefix Card Deck For the lesson

forehead

foretell

foremost

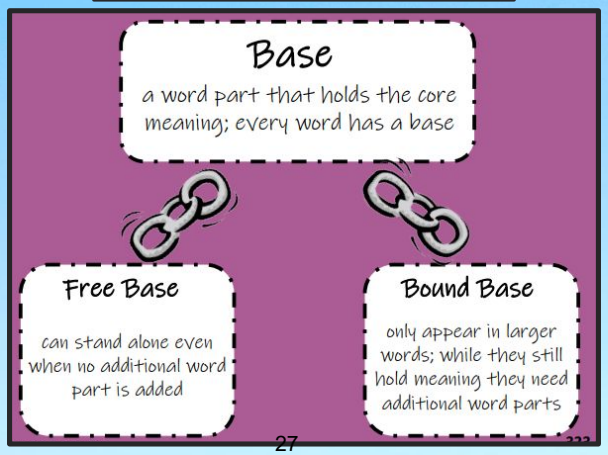
FB

forehead

before

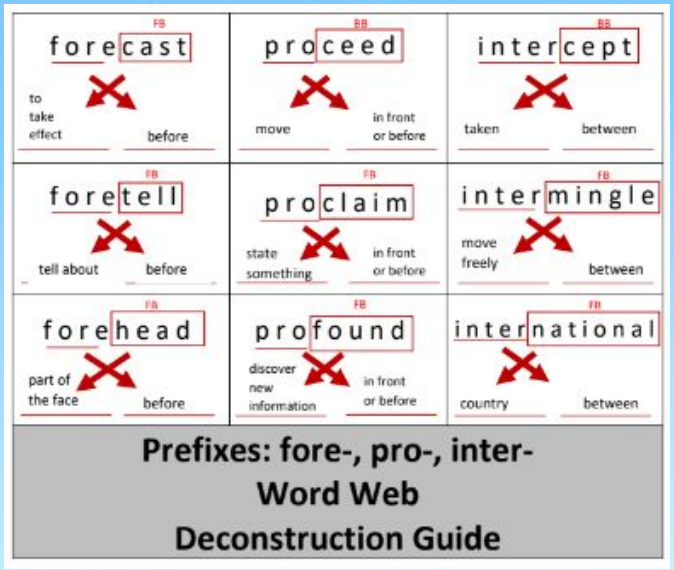
Upper part of the human body

The body part before the head



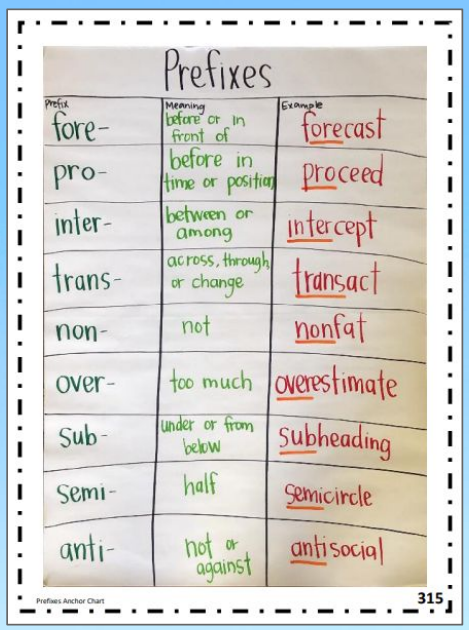
Prefix	Meaning	Additional Examples
fore-	before	**forecast**- a statement about what you think is going to happen in the future **forehead**- the part of the body before the head **foretell**- to describe (something) before it happens **foremost**- in the first or most important position **foreman**- a person who is in charge of a group of workers **forecastle**- the forward part of the upper deck of a ship **forefather**- a person (especially a man) who was in your family in past times **foremost**- in the first or most important position **foresee**- to see or know about beforehand **forefinger**- index finger
pro-	for, toward the front or to put forth; before	**proceed**- to continue to do something **proclaim**- to declare or announce (something) **profound**- having or showing great knowledge and understanding **prolong**- to make longer than usually or expected **protest**- to complain strongly about or to declare positively
inter-	between, within or among	**intercept**- to prevent something from continuing to its destination **intermingle**-to mix together **intermission**- a short interval between the acts of a play or performance **international**- involving two or more nations; occurring between nations **interchange**- sharing or exchanging things **intercourse**- dealings between persons or groups **interdependent**- depending on another person **interlace**- to unite as if by lacing together **interlock**- to connect or lock together **interpose**- to put between two or more things **interrelate**- to bring into or have a connection with each other **intersection**- the place or point where two or more things cross each other **interstate**- existing or occurring between two or more states **interweave**- to twist or weave together; to blend together

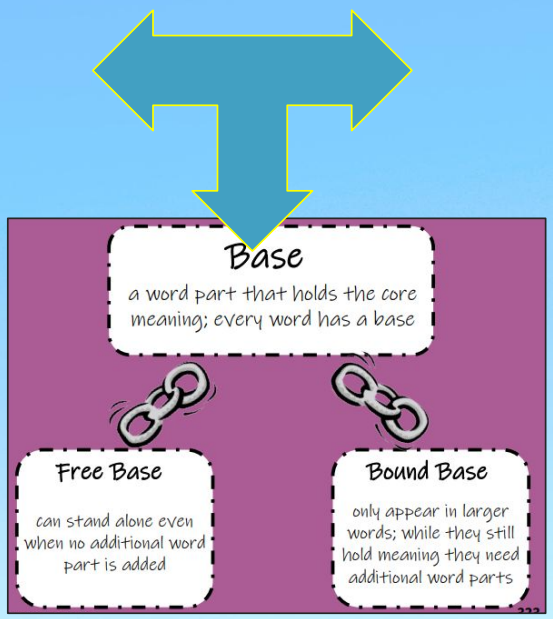
- Examples of words containing prefixes and their definitions are provided.
- Whole class word web deconstruction guide is provided.

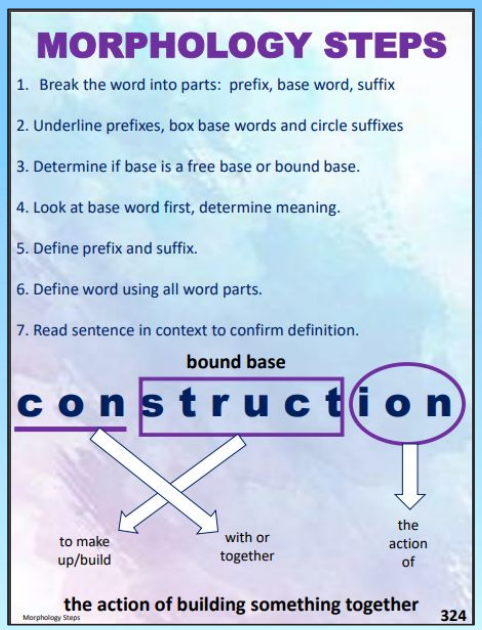


Lesson Plan and Teacher Script

- To teach the lesson, we follow the script provided.
  AND
- You will reference items found in the appendix.







Prefixes: fore-, pro-, inter- **Name:** _____
Guided Practice **Date:** _____

Use the sentence context to complete the word web.

John could not foresee the consequences of his actions. He had to learn from his mistakes.	foresee	
My teacher created interactive lessons for us each day. Learning with one another helps us grow.	interactive	
They have been unable to pay their bill. The bank said they may foreclose their loan.	foreclose	
Our boss had to prorate our paychecks because we only worked 2 weeks instead of 4 weeks.	prorate	

Prefixes: fore-, pro-, inter- **Name:** _____
Guided Practice **Date:** _____
ANSWER KEY

Use the sentence context to complete the word web.

John could not foresee the consequences of his actions. He had to learn from his mistakes.	foresee look before	Students will create working definitions for each given word. Answers may vary.
My teacher created interactive lessons for us each day. Learning with one another helps us grow.	interactive to do between	
They have been unable to pay their bill. The bank said they may foreclose their loan.	foreclose end or stop befor	
Our boss had to prorate our paychecks because we only worked 2 weeks instead of 4 weeks.	prorate fixed amount in fron before	

Student Practice and Suggested Answer Key

Prefixes: fore-, pro-, inter- **Name:** _____
Text Application **Date:**

Identify the words with the prefixes being studied. After the 1st read, determine the meaning of each word.

I was in a great deal of pain as my mother raced down the interstate. I had been playing basketball with my brother. When going to do a layup, I jammed my forefinger on his hand. It immediately turned purple. In order to not prolong the problem, my mom decided we should see a doctor. I was trying to interweave my fingers, but it was so swollen I couldn't move them together. I was unable to foresee what the doctor would do, but I knew it was likely to hurt.

Interweave:_____

Forefinger:_____

Prolong:_____

Prefixes: fore-, pro-, inter- **Name:** _____
Text Application **Date:** _____
ANSWER KEY

Identify the words with the prefixes being studied. After the 1st read, determine the meaning of each word.

I was in a great deal of pain as my mother raced down the interstate. I had been playing basketball with my brother. When going to do a layup, I jammed my forefinger on his hand. It immediately turned purple. In order to not prolong the problem, my mom decided we should see a doctor. I was trying to interweave my fingers, but it was so swollen I couldn't move them together. I was unable to foresee what the doctor would do, but I knew it was likely to hurt.

Interweave: blend or move closely together

Forefinger: first finger on your hand

Prolong: to make continue for a long time

Student Practice And Answer Key

FORE-, PRO-, INTER- PREFIXES GO FISH

RF3.3a- Identify and know the meaning of the most common prefixes and derivational suffixes.

Directions:

1. Mix the cards, deal five cards to each player.
2. Place the rest of the cards face down on the table.
3. The first player asks another player for the match to one of the cards in their hand. If the other player has it, he/she must hand it over. If the other player does not have it, the person who asked picks a card from the card pack.
4. The player with the most matches wins.
5. When all matches have been made, record your words onto the recording sheet and determine meaning of the word by creating a word web.

Example:

Word:	Word Web:
forehead	FB forehead part of the face — before

fore- before

pro- for, toward the front or to put forth; before

inter- between, within or among

Prefixes: fore-, pro-, inter- Go Fish

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Name: _____

FORE-, PRO-, INTER- GO FISH

RF3.3a- Identify and know the meaning of the most common prefixes and derivat

WORD	WORD WEB
forehead	FB forehead part of the face — before

Extension: Choose two words from above and write two sentences using the n
Example: Word: forehead Sentence: I hit my forehead on the counter running th

1. Word: ____ Sentence: _____
2. Word: ____ Sentence: _____

Prefixes: fore-, pro-, inter- Go Fish

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Reinforcement Games

FORE-, PRO-, INTER- PREFIXES GO FISH CARDS

forefinger	forefinger	foremost
foremost	forefather	forefather
foresight	foresight	foreword

Reading Drills for accuracy and fluency acquisition

Name: _____

PREFIXES FORE-, PRO-, INTER-Speed Drill

1. Pronounce each prefix and state meaning with your teacher/partner.
2. Practice reading the prefixes and stating meanings on your own.
3. Have a partner time you reading the prefixes and stating meanings for one minute.
4. Keep practicing to improve your speed.

fore- before

pro- for, toward the front or to put forth; before

inter- between, within or among

fore-	pro-	inter-	pro-	inter-
inter-	pro-	inter-	fore-	inter-
fore-	pro-	fore-	inter-	pro-
fore-	pro-	fore-	pro-	inter-
inter-	inter-	pro-	fore-	fore-
pro-	fore-	inter-	pro-	fore-

	Words Per Minute	Date	Partner
TIMED READING 1	_____	_____	_____
TIMED READING 2	_____	_____	_____
TIMED READING 3	_____	_____	_____

Prefixes fore-, pro-, inter- Fluency Practice

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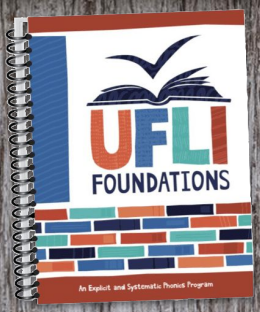
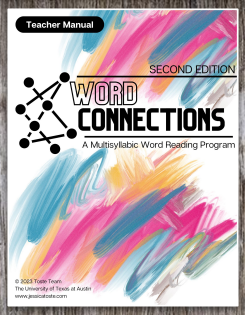
RECOMMENDED PROGRAMS FOR TARGETED INSTRUCTION

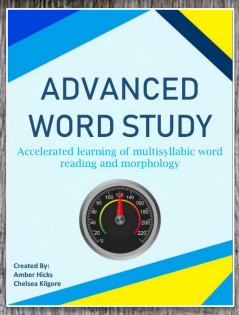
Primary
UFLI Foundations



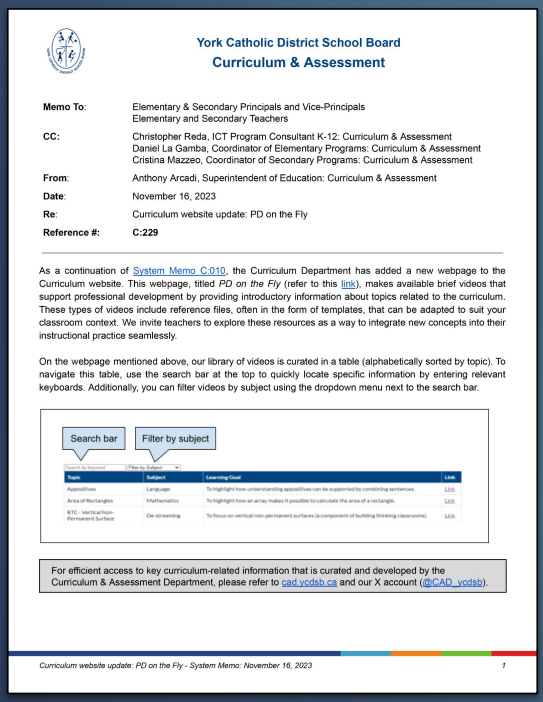
Junior
Word Connections



Intermediate
Advanced Word Study



PD ON THE FLY (SM:229)



York Catholic District School Board
Curriculum & Assessment

Memo To:	Elementary & Secondary Principals and Vice-Principals Elementary and Secondary Teachers
CC:	Christopher Reda, ICT Program Consultant K-12: Curriculum & Assessment Daniel La Gamba, Coordinator of Elementary Programs: Curriculum & Assessment Cristina Mazzeo, Coordinator of Secondary Programs: Curriculum & Assessment
From:	Anthony Arcadi, Superintendent of Education: Curriculum & Assessment
Date:	November 16, 2023
Re:	Curriculum website update: PD on the Fly
Reference #:	**C:229**

As a continuation of System Memo C:010, the Curriculum Department has added a new webpage to the Curriculum website. This webpage, titled *PD on the Fly* (refer to this link), makes available brief videos that support professional development by providing introductory information about topics related to the curriculum. These types of videos include reference files, often in the form of templates, that can be adapted to suit your classroom context. We invite teachers to explore these resources as a way to integrate new concepts into their instructional practice seamlessly.

On the webpage mentioned above, our library of videos is curated in a table (alphabetically sorted by topic). To navigate this table, use the search bar at the top to quickly locate specific information by entering relevant keyboards. Additionally, you can filter videos by subject using the dropdown menu next to the search bar.

Search bar
Filter by subject

Topic	Subject	Learning Goal	Link
Appositives	Language	To highlight how understanding appositives can be supported by combining sentences.	Link
Area of Rectangles	Mathematics	To highlight how an array makes it possible to calculate the area of a rectangle.	Link
BTC - Vertical Non-Permanent Surface	De-streaming	To focus on vertical non-permanent surfaces (a component of building thinking classrooms).	Link

For efficient access to key curriculum-related information that is curated and developed by the Curriculum & Assessment Department, please refer to cad.ycdsb.ca and our X account (@CAD_ycdsb).

Curriculum website update: PD on the Fly - System Memo: November 16, 2023 1

GAME TIME

If the suffix **-cede** means **to go**, **to yield**, to receive more in return than you thought you would, then your expectations are?

Choice A	Choice B	Choice C	Choice D
audience	autograph	exceeded	credit

GAME TIME

If the suffix **-cede** means **to go**, **to yield**, to receive more in return than you thought you would, then your expectations are?

Choice A	Choice B	Choice C	Choice D
audience	autograph	exceeded	credit

GAME TIME

If the suffix **-dict** means **speak**, when a person on a jury speaks and gives a truthful decision or judgment, the person is stating the?

Choice A	Choice B	Choice C	Choice D
preceded	extraordinary	intermission	verdict

GAME TIME

If the suffix **-dict** means **speak**, when a person on a jury speaks and gives a truthful decision or judgment, the person is stating the?

Choice A	Choice B	Choice C	Choice D
preceded	extraordinary	intermission	verdict

GAME TIME

If the prefix **bene-** means **good**, **well**, someone who truly wants to do good for other people is being?

Choice A	Choice B	Choice C	Choice D
benevolent	benefit	reflection	vitamins

GAME TIME

If the prefix **bene-** means **good**, **well**, someone who truly wants to do good for other people is being?

Choice A	Choice B	Choice C	Choice D
benevolent	benefit	reflection	vitamins

GAME TIME

If the prefix **inter-** means **between**, the portion of time between acts of play or during a concert is called an?

Choice A	Choice B	Choice C	Choice D
international	bicycle	intermission	auditorium

GAME TIME

If the prefix **inter-** means **between**, the portion of time between acts of play or during a concert is called an?

Choice A	Choice B	Choice C	Choice D
international	bicycle	intermission	auditorium

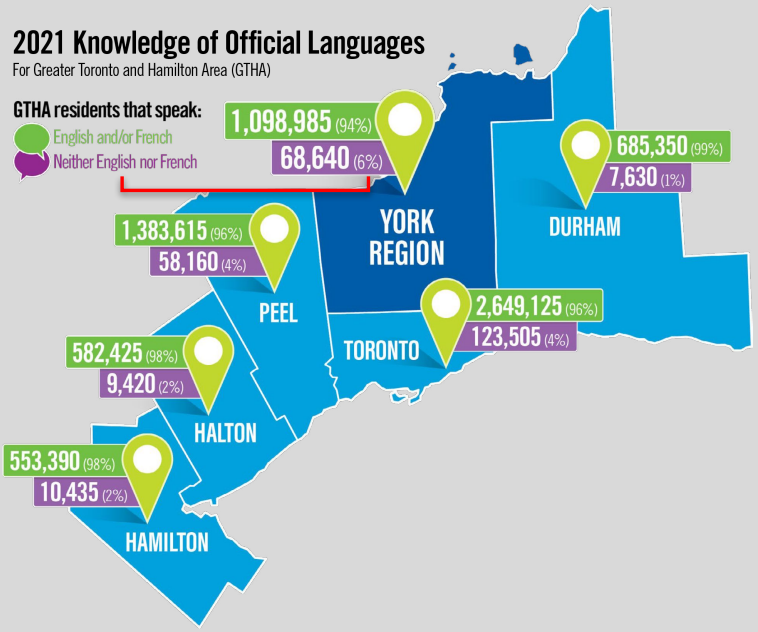
ST. KATHARINE DREXEL C.H.S.
JOY IN SERVICE
SAINT KATHARINE
DREXEL CATHOLIC
HIGH SCHOOL

ESL Updates

Key Term

English Language Learners (ELLs) are students in provincially funded English language schools whose first language is a language other than English, or is a variety of English that is significantly different from the variety used for instruction in Ontario's schools, and who require focused educational supports to assist them in attaining proficiency in English.

YR CENSUS REPORT 2021



PROGRAMS FOR ELLs

- Students who are born in Canada or are newcomers.
- Students whose first language is other than English or is a variety of English different from that used for instruction.
- Students have had the educational opportunity to develop age-appropriate first language literacy skills.

ESL (English as a Second Language)

- Students who are newcomers.
- Students whose first language is other than English or is a variety of English different from that used for instruction.
- Students may have had limited opportunities to develop language and literacy skills in any language, and students may have had limited access to education.

ELD (English Literacy Development)

The Vision of the English Language Learner

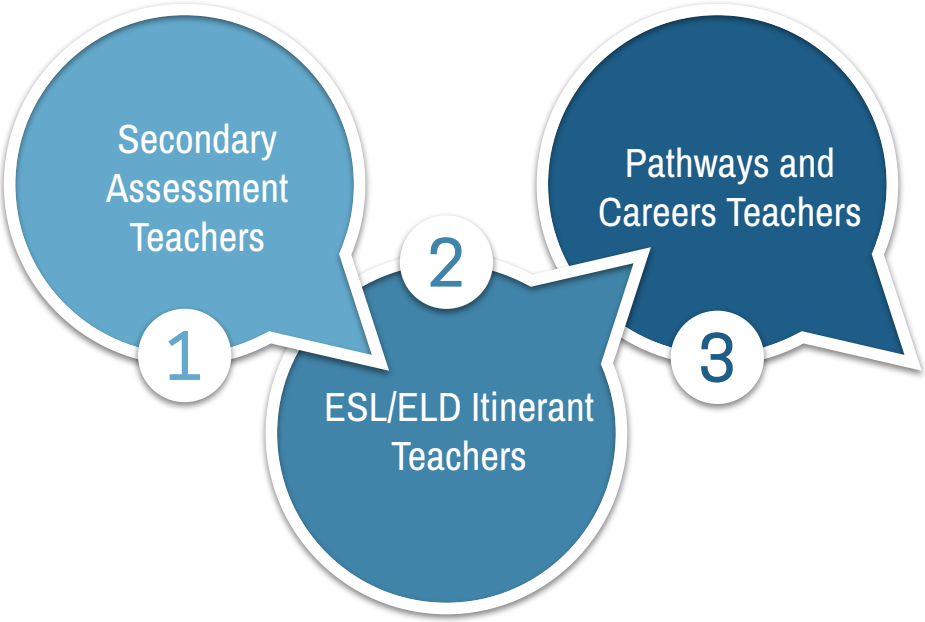
Ministry of Education, Steps to English Proficiency

1. Learn English at the same time as they learn the Ontario Curriculum
2. See themselves in the learning environment
3. Feel that their culture and language are valued
4. Have confidence to express their opinion and know they have a voice
5. Meet high expectations when they are involved in setting goals
6. Have opportunities to choose pathways that honour their strengths and interests

PD OPPORTUNITIES FOR ELEMENTARY ESL/ELD TEACHERS

- 2023-09-13 — Introduction to the ESL/ELD Role
- 2023-10-05 — Tracking and Assessment Protocols
- 2023-10-19 — Progress Reports and Interpreters
- 2023-11-24 — Transitions from Grade 8 to Grade 9
- 2024-01-12 — Provincial Report Card Writing
- 2024-01-24 — Collaborative Planning

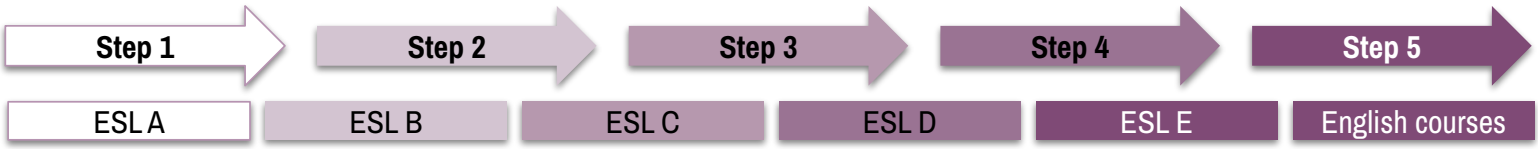
TRANSITIONS FROM GRADE 8 TO GRADE 9 (2023-11-24)



The focus of this session was on planning Grade 8 to 9 transitions to high school for English Language Learners. Departments collaborated to streamline the process of registering for ESL/ELD adapted courses in secondary ESL/ELD Centres for students and their families.

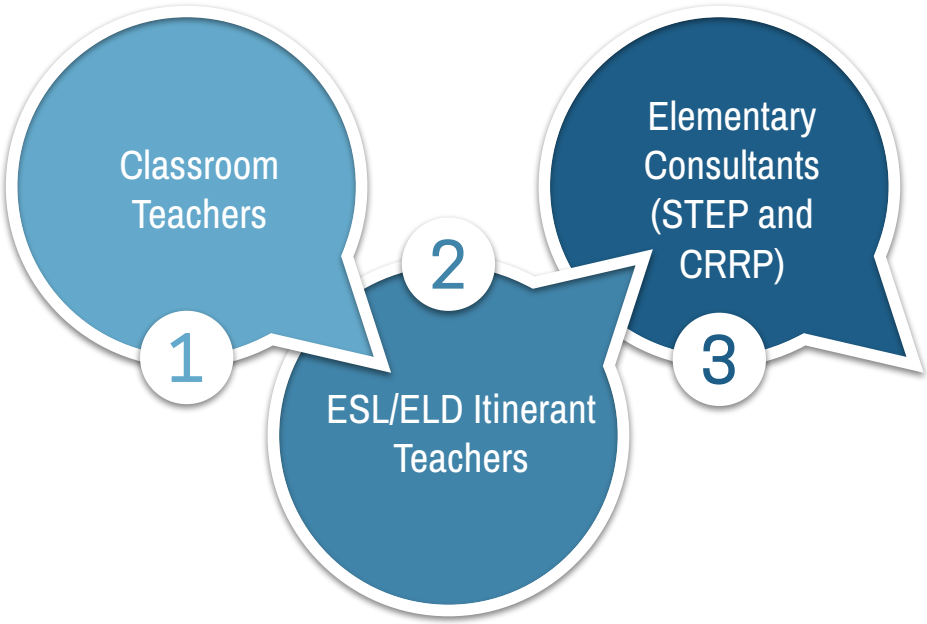
TRANSITIONS FROM GRADE 8 TO GRADE 9 (2023-11-24)

ESL/ELD Centre	Supports students requiring ESL from:
Father Michael McGivney CA	St.Brother Andre CHS, St. Katharine Drexel
Our Lady Queen of the World CA	St. Augustine CHS, St. Theresa of Lisieux CHS
Sacred Heart CHS	Cardinal Carter CHS, Our Lady of the Lake CA, St. Maximilian Kolbe CHS
St. Elizabeth CHS	(does not accept any out-of-area students)
St. Joan of Arc CHS	Fr. Bressani CHS, Holy Cross CA, St. Jean de Brebeuf CHS
St. Robert CHS	(does not accept any out-of-area students)



Transitions from Gr.8 to Gr.9 2023-11-24

COLLABORATIVE PLANNING (2024-01-24)

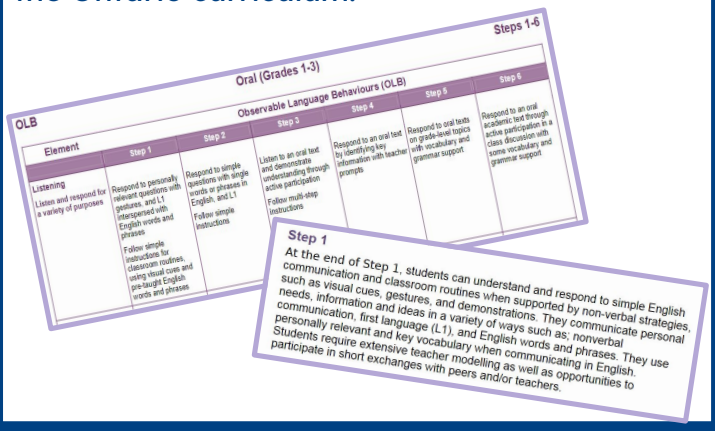


The focus of this session was on collaboratively building capacity around STEP and CRRP as "a collaborative support model will build an inclusive environment that explicitly includes English language learners." (eCommunity Ontario, 2020.

Collaborative Planning 2024-01-24

6 STEP Continua

STEP (Steps to English Proficiency) is a framework for assessing and monitoring English language learners' language acquisition and literacy development across the Ontario curriculum.



Steps 1-6

Oral (Grades 1-3)

OLB

Observable Language Behaviours (OLB)

Element	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Listening Listen and respond for a variety of purposes	Respond to personally relevant questions with gestures, and L1 interspersed with English words and phrases Follow simple instructions for classroom routines, using visual cues and pre-taught English words and phrases	Respond to simple questions with single words or phrases in English and L1 Follow simple instructions	Listen to an oral text and demonstrate understanding through active participation Follow multi-step instructions	Respond to an oral text by identifying key information with teacher prompts	Respond to oral texts on grade-level topics with vocabulary and grammar support	Respond to an oral academic text through active participation in a class discussion with some vocabulary and grammar support

Step 1

At the end of Step 1, students can understand and respond to simple English communication and classroom routines when supported by non-verbal strategies, such as visual cues, gestures, and demonstrations. They communicate personal needs, information and ideas in a variety of ways such as; nonverbal communication, first language (L1), and English words and phrases. They use personally relevant and key vocabulary when communicating in English. Students require extensive teacher modelling as well as opportunities to participate in short exchanges with peers and/or teachers.

CRRP

CRRP (Culturally Responsive and Relevant Pedagogy) is an inclusive approach to education that meets the needs of a diverse student population and recognizes that all students learn in ways that are connected to:

- background
- language
- family structure
- social or cultural identity

Collaborative Planning 2024-01-24

HPE Updates

Prayer Before Play

God of Creation, bless us with your creativity and energy. Send your spirit among us in a special way today, so that we reflect your goodness in our attitudes and actions. Whatever the outcome, loving God, may we reflect your perseverance and passion, courage and commitment, hope and humility, compassion and caring. Amen

HPE RESOURCES (SM C:063)

York Catholic District School Board
Curriculum & Assessment

Memo To:	Elementary Principals and Vice-Principals Elementary Teachers
CC:	Karen August, Health & Physical Education Consultant: Curriculum & Assessment Daniel La Gamba, Coordinator of Elementary Programs: Curriculum & Assessment
From:	Anthony Arcadi, Superintendent of Education: Curriculum & Assessment
Date:	September 14, 2023
Re:	Resources for New Health & Physical Education Teachers (Elementary)
Reference #:	**C:063**

The Curriculum Department is pleased to provide the following Q&A resource chart for Teachers new to the role of teaching Health and/or Physical Education at the elementary level. Useful links to the most commonly ask questions can be found in this chart.

What am I supposed to teach?

- Have a look at the expectations and guidelines found in the Ontario HPE Curriculum for the grade(s) you are teaching.

- HPE NTIP Presentation

Are there Long Range Plans and Resources?

- Sample LRP for grades 1-8
- Resources for Lesson Plans, Safety, Assessment & Evaluation, and past information can be found on:
  - OPHEA (log in with your ycdsb email and create your own PW)
  - HPE Google Site
  - HPE HyperDoc
- OPHEA also has lessons in **French**

Resources for New Health & Physical Education Teachers (Elementary) - System Memo: September 14, 2023 1

DPA

For the Love of Movement Challenge

February 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
February is Heart Month. Be kind to yourself by taking care of your physical and mental well-being. Challenge yourself and your family to complete the daily fitness moves.				1 10 squats 10 lunges/leg 5 push ups 10 sit ups	2 5 burpees 10 jumping jacks 10 push ups 30 sec. plank	3 Move outside (e.g., shovel, ski, toboggan, skate)
4 Family Walk	5 5 burpees 10 squats 10 push ups 5 sit ups	6 10 squats 10 lunges/leg 10 push ups 10 sit ups	7 Winter Walk Day	8 10 lunges/leg 15 squat jumps 45 sec. plank 15 sit ups	9 7 burpees 20 squats 30 jumping jacks 10 push ups	10 Move outside (e.g., shovel, ski, toboggan, skate)
11 Family Walk	12 30 high knees 20 plank touches 15 sit ups 1 min. jog	13 8 burpees 15 lunges/leg 40 mountain climbers	14	15 lunges/leg 15 squat jumps 50 sec. plank 15 sit ups	16 30 high knees 20 plank touches 20 sit ups 1 min. jog	17 Move outside (e.g., shovel, ski, toboggan, skate)
18 Family Walk	19 Have an active Family Day	20 40 high knees 40 side to side jumps 1 min. plank	21 Free day. Be creative.	22 1 min. Jog 25 squat, kick 30 sec. tree pose 15 push ups	23 15 lunges/leg 25 sit ups 15 side leg lifts/leg	24 Move outside (e.g., shovel, ski, toboggan, skate)
25 Family Walk	26 1 min. plank 20 sit ups 30 jumping jacks 20 lunges/leg	27 1 min. Jog 1 min. Plank 25 sit ups YOU DID IT	28 10 burpees 30 sec. tree pose 30 squats 20 push ups	29 1 min. Jog 1 min. Plank 25 sit ups YOU DID IT		Tweet your active photos @phizhead

OCTOBER 20TH PA DAY

Curriculum Connections & Learning Goals

- B1.1, Actively participate in a wide variety of program activities
- C1.1, Perform controlled transfers of weight in a variety of situations
- C2.2, Describe strategies that they found effective while participating

Student Success Criteria

- I can perform the poses safely and correctly
- I am able to recover into the ready position, I am able to control a pass

FEBRUARY 2ND PA DAY

Curriculum Connections & Learning Goals

- B3.1, Demonstrate behaviours and apply procedures that maximize safety (responsibility, concussion)
- C1.3, Send and receive a variety of objects
- C2.1, Demonstrate an understanding of the basic components of PA (rules, fair play)

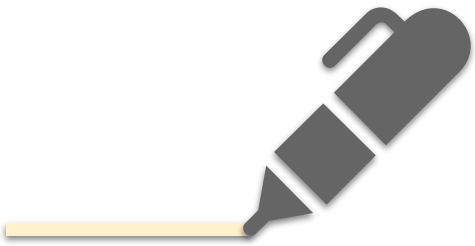
Student Success Criteria

- I am able to keep my movement under control, I am able to quickly move into open space to receive a pass

OTHER HIGHLIGHTS

Support and guidance:

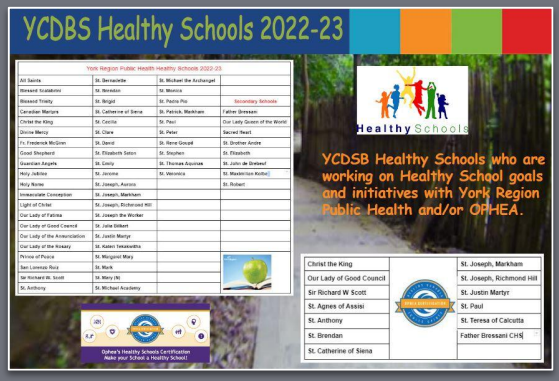
- Kindergarten: Communication of Learning session
- Report Card Writing session
- System Memos & PE group updates
- FSL PE Educators (resources)
- Intermediate Educators
- Secondary HPE Educators



PARTNERSHIP WITH YRPH

York Region Public Health:

- Healthy Schools; 78 YCDSB schools registered for the program
- After school workshops (e.g., Not An Experiment)
- Monthly partnership meetings



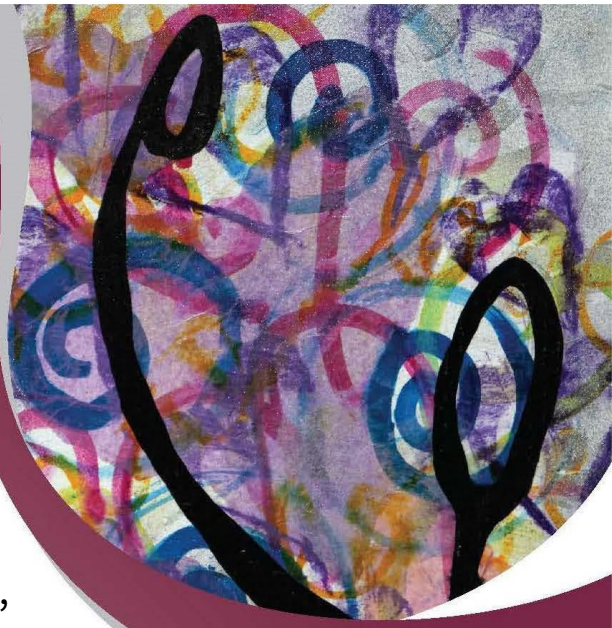
Elementary Athletics @ YCDSB

Family Life Updates

LIVING FAITH

Introduction to…..

Family Life Education



Ontario Catholic Elementary Curriculum Document,
Grades 1 - 8, 2023

Institute for Catholic Education

The Structure of the Document

- Front Matter
  - Descriptive of the approach and sets the pastoral tone
  - Names the context of the curriculum document (sources include Scripture, Catechism, tradition, leading Catholic agencies, & public consultation)
  - Overview information: teaching, planning, assessment and evaluation
  - Explains the Strands of Family Life Education
- Hope Expectations
  - Gives description and lists them (spiritual component of evaluation)
- Overall and Specific Expectations
  - Provides the learning expectations for each grade – gr. 1-8

A Pastoral Approach: *"A Disposition of Tenderness"*

- Both **sensitivity to individual circumstances and respect for the wisdom (and tradition) of the Church** are *not* opposed to each other.
- This combination provides a **foundation for health in mind, body and spirit**.
- We are called to work for the **balance** between, doctrinal clarity and pastoral sensitivity in the classroom

A Pastoral Approach: Family Is….

- The most important family for the child is their own family.
  - no family is more important than the family the child comes from as this is their place in the world.
  - the Catholic school is a place of real and pastoral ministry and participates in the ministry of the Church
  - Families are the people that love you and surround you
  - Families may look different in our communities

A Pastoral Approach: Family Is….

- There is a recognition that students live in many diverse settings and situations and are witness to the many iterations of family in the community. The approach of this curriculum document aims at centering family as a gift from God – not perfect, by any means – but called to be loving, faithful, healthy, hopeful and joy-filled disciples

- We are called to support and care for families because we know from research and through faith that strong families are important for the health and well-being of children

Family Life Education in Context

Relationship to Health & Physical Education Curriculum

- Topics related to sexuality from HPE remain unchanged; ages at which they are introduced remain unchanged

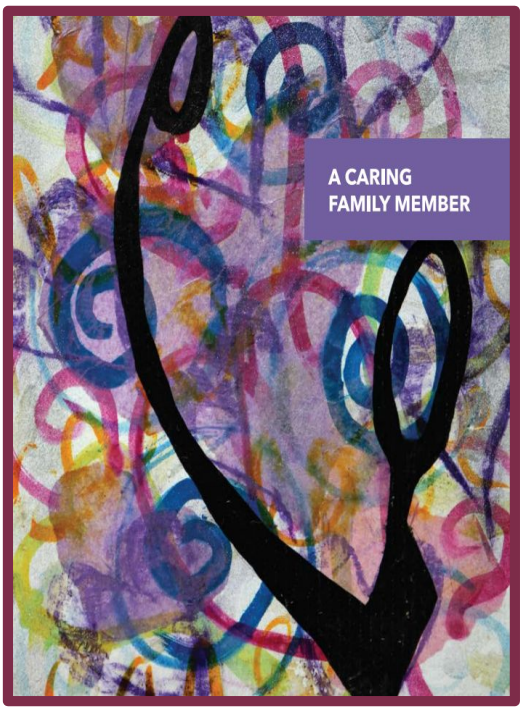
- What changes is largely in the approach – a pastoral approach with a ***disposition of tenderness***

- The FLE Curriculum Policy Document touches on all the topics of the *Ontario HPE Curriculum* with a particular focus on the Catholic understanding of what it is to be human, what we are called to in terms of relationship with others, marriage and sexuality

The Three Strands of the Family Life Curriculum

Families: A Living Communion of Love	Families: Called to be in Relationship	Families: Created in Love, Wonderfully Made
Students develop an understanding of/ appreciation that: • Family is our first community as (i.e. the domestic church) and build an appreciation of their own family	Students develop an understanding of/ appreciation that: • The gift of relationships help us grow as loving, compassionate, respectful and caring family members • We all have duties, rights, responsibilities, decision making and discernment within families and communities	Students develop an understanding of/ appreciation that: • Understanding of the human person as a unity of body, mind, and spirit • Catholic belief that we believe in the sanctity and beauty of every single human life from conception to natural death

Hope Expectations



… are rooted in the Ontario Catholic Student Graduate Expectations, and are not meant to be formally assessed, rather, they help to inform the approach to teaching and learning.

- *Relates to family member in a loving, compassionate and respectful manner.*
- *Recognizes human intimacy and sexuality as God given gifts, to be used as the Creator intended.*
- *Values and honours the important role of the family in society.*
- *Values and nurtures opportunities for family prayer.*
- *Ministers to the family, school, parish and wider community through service.*

… and are meant to inspire wonder to learn about self, God, others and the world, as part of the experience in and of family.

Hope Expectations: Primary Division

By the end of Grade 3, **it is our hope** that students will be individuals who:

- Want to ***grow*** in understanding and cherish how God is ever-present in their family and in Scripture.

- Recognize that Jesus is present within their family and that they ***belong*** to a family at home, school, Church, in the community and in the world. We grow together with each other!

- Know and appreciate themselves as ***children of God*** who are *created by God out of love for love*.

Hope Expectations: Junior Division

By the end of Grade 6, **it is our hope** that students will be individuals who:

- Continue to deepen previous goals and …
- Reflect on examples of holiness in the Saints to understand their own right relationships with God, themselves, others and creation and use this to build authentic relationships
- Value virtues that help them develop and maintain authentic friendships, purity of heart and respect for others.

Hope Expectations: Intermediate Division

By the end of Grade 8, **it is our hope** that students will be individuals who:

- Continue to deepen previous goals and …
- Know and proclaim with confidence their inherent dignity as children of God who are created in God's image and likeness *on purpose and for a purpose.*
- Understand themselves as an integrity of body, mind and spirit and appreciate how faith contributes to their health, wholeness and well-being.

Family Life Education in Context: Key Messages

- By virtue of parents sending their children to Catholic schools, there is an expectation that we present and propose Catholic teaching in age-appropriate ways
- The Church has a very positive view of ***families***
    - They are a gift from God
    - Children are gifts to their families
    - God is present in the lives of all families providing guidance to support them in living happy faith-filled lives
    - Families are the places we learn to live, love, and pray

Family Life Education in Context: Key Messages Cont'd…

- <u>Human Development and Sexuality:</u>
  - FLE encourages young people to see sexuality as a gift from God
- <u>Gender:</u>
  - Gender is just one aspect of our identity
  - This curriculum recognizes that teaching on gender differs from the perspectives of secular society

Family Life Education in Context: Key Messages Cont'd…

- *All members of the school community- regardless of….gender identity, gender expression, sexual orientation, or other factors- are welcomed, accepted, included, treated fairly and respected.*

  FLE Curriculum, p. 23

- *We must strive to achieve both doctrinal clarity and pastoral sensitivity in the classroom, difficult though that balance may be- not sacrificing one for the other.*

  FLE Curriculum, p. 2

Family Life Education in Context: Key Messages Cont'd…

- Terms: *2SLGBTQIA+, Gay, Trans* do NOT appear in the FLE Curriculum because:

> *"The curriculum document remains open with regard to secular understanding on gender, which allows the document to remain relevant over time, recognizing that terminology, and understanding continue to evolve in this area."*
>
> *Institute for Catholic Education*

Family Life Education Curriculum: FAQ'S

What has changed in the new FLE curriculum document?

- An approach of encounter and accompaniment of all students
- Inclusion of Hope expectations
- A new (more) gradual approach to learning
- Supports a tenderness in teaching approaches

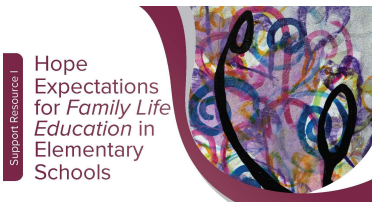
Family Life Education Curriculum: FAQ'S

What does Family Life Education teach about gender and sexuality?

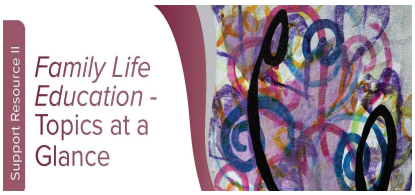
- Encourages students to value patience, modesty, and chastity
- They learn about privacy, intimacy, and the importance of reserving sexual activity for marriage
- Students will learn that our world is diverse and there are many views about sexuality and gender
- The Catholic view of the human person is presented and our deepest identity is in Christ

Supports to Learning More – www.iceont.ca

- Introducing the Hope Expectations



- Topics at a Glance



- How It All Fits: Seeing the Relationship between Religious Education, Family Life Education and Health and Physical Education

What's Next - Ready for Fall 2024

- The new curriculum will take effect for the Fall of 2024
- A new Family Life program will be developed to meet this new curriculum. This will take time. Currently, ***the timeline is for the grade 1 program to be ready for the Fall of 2024***
- Ontario educators, theologians and bishops will all assist in writing, reviewing and guiding the new program
- In the meantime, ***Fully Alive*** will continue to be available as the only resource currently approved by the bishops for use for Family Life Education
- ***ICE*** will work with educators across Ontario to make the important links between *Fully Alive* and this new curriculum until the new program is ready
- Family Life Education inservicing for staff leads: April 2024

York Catholic District School Board
Curriculum & Assessment

Memo To: Elementary & Secondary Principals and Vice-Principals
Elementary & Secondary Teachers

CC: Paul Palma, Technology Enabled Learning and Teaching (TELT) Consultant
Angela Carone, Technology-Enabled Learning Teacher
Daniel La Gamba, Coordinator of Elementary Programs: Curriculum & Assessment
Cristina Mazzeo, Coordinator of Secondary Programs: Curriculum & Assessment

From: Anthony Arcadi, Superintendent of Education: Curriculum & Assessment

Date: January 25, 2024

Re: D2L Brightspace PD Refresher

Reference #: **C:335**

Further to System Memo C:187, the Curriculum Department is pleased to offer additional professional learning opportunities to all teachers interested in using D2L Brightspace as their classroom VLE. This professional learning opportunity will provide educators with an introductory experience to the D2L Brightspace VLE to enhance students' overall online learning environment. Two voluntary sessions (i.e., one for each panel) will be offered in anticipation of the second semester/term two. Please see the details below and registration instructions.

Date & Time	Location	Title & Description	PL#
January 31, 2024 @ 4 p.m.	Via Google Meet (A Google Meet link will be issued by PL upon registration)	**The Digital Classroom – Using the VLE (Elementary)** This session will provide teachers with information on new ministry course packs available for grades 1-8 in math and language. It will also highlight how some of the introductory tools in D2L Brightspace cater to the elementary panel. Participants will learn how to communicate with learners using the Activity Feed/Announcements, manage access to Content items, and create classroom Assignments.	21733
February 1, 2024 @ 3:30 p.m.	Via Google Meet (A Google Meet link will be issued by PL upon registration)	**The Digital Classroom – Using the VLE (Secondary)** This session will provide teachers with information on new ministry course content available for grades 9-12 in various subject areas. It will also include an overview of how D2L Brightspace tools cater to the secondary panel. Participants will learn how to use Discussions for communication and engagement with learners, gather evidence of learning using Assignments, and create a live grade book of student achievement.	21734

Please register online via Professional Learning. If you require registration support, please contact the Call Centre at 1-888-767-4778, Option #3.

If you have any questions about these sessions, please contact *paul.palma@ycdsb.ca* or *angela.carone@ycdsb.ca*.