



Ici on parle français – PD grants for FSL teachers

Promoting K-2 Reading Outcomes in a French Structured Literacy Environment

Team Members:

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School District: Ottawa Carleton District School Board



What We Did

We read professional resources to develop our personal teaching knowledge/repertoire, acquired resources to support the best practices we had learned about to support struggling readers, developed a comprehensive plan for outcome targets, teaching approaches, and learning goals for our students to be consistent from the end of Kindergarten through to the end of Grade 2 in Early French Immersion.



What We Learned

- the various components of structured literacy (phonemic awareness, word decoding, encoding, fluency, comprehension, oral language)
- resources available as FSL educators - typically, resources to support best practice are scarce and certainly not available for all Primary EFI teachers. This results in a “scarcity-mindset” for EFI staff and the requirement we reinvent the wheel frequently.
- how our current practices align and differ from one another and how we can create consistency within our school.
- how to merge existing resources, our newly acquired materials, and evaluation tools (both existing and newly acquired) to make our teaching practice the most effective possible



How We Shared Our Learning With Others

- with staff informally (e.g., staff room discussions)
- with staff formally during our Podcast Club (run by Emily and Rebecca and involving like-minded staff interested in learning more about structured literacy)
- through a presentation (attached) with our administration
- with our school-board French curriculum coaches (conversations, emails)



Links to Our Work

Please view a summary of our project, including resources acquired/used/created and highlights of our learning, [POWER POINT SUMMARY LINK](#).



Any Next Steps We Have To Continue Our Learning

- Take AQ courses to continue our formal learning.
- Participate in conferences to liaise with experts (e.g., attend conferences such as IDA Ontario Literacy Learning Conference).
- Incorporate 3rd grade EFI teachers.
- Acquire more decodable texts in order to create a home-reading program.