Ici on parle français – PD grants for FSL teachers

Guided Reading

Team Members:
Sally Rallis and Jessica Rienguette

School District:
Sudbury Catholic District School Board



What We Did

Together, we developed a consistent guided reading program grounded in the Science of Reading to ensure all students transitioning to Grade 1 have a strong and common literacy foundation. By aligning our instructional approach across Kindergarten classes, we ensured students were working toward the same important early literacy goals and were well prepared for the next grade level.
To guide our planning, we reviewed past standardized Acadience assessment data and collaborated with two Grade 1 teachers within our school to better understand the literacy skills students need for success in Grade 1. This information helped us refine and revamp our guided reading template, allowing us to better target the specific needs of our Senior Kindergarten students during both whole-group and small-group instruction.

What We Learned

Through this project, we learned that preparing Kindergarten students for Grade 1 requires a consistent and intentional approach to literacy instruction. Developing long-range literacy plans and a guided reading template helped us stay organized, focused, and on schedule throughout the year.
Regular collaboration meetings allowed us to monitor each class's progress within the long-range plans, share ideas and strategies, and strengthen accountability and ownership in our teaching practices.
During our guided reading sessions, we identified several key areas of focus that are essential for student success:

- phonological and phonemic awareness
- fluent letter & sound recognition
- proper letter formation and printing skills
- development of basic writing abilities

How We Shared Our Learning With Others

A key priority of our project was to share our findings and resources to support a cohesive literacy journey for our students. We achieved this through three levels of professional collaboration:

1.Vertical Alignment with Grade 1 French Immersion
We hosted Grade 1 French Immersion (FI) colleagues during one of our release dates to facilitate a meaningful "bridge" between Senior Kindergarten (SK) and Grade 1. This session provided critical insights into the essential skills students require for a successful transition to primary French Immersion. By aligning our priorities with Grade 1 expectations, we have refined our SK literacy planning to focus on the most impactful literacy foundations while streamlining non-essential content.

2. Cross-Linguistic Collaboration
We extended our outreach to the English Kindergarten teams to share our developed templates and evidence of student success. Despite the language difference, we demonstrated that our evidence-based pedagogical strategies and instructional frameworks are universally applicable to early literacy development. This cross-pollination of ideas has fostered a more unified approach to literacy across our entire Kindergarten division.

3. System-Level Contributions
Moving forward, we intend to present our comprehensive findings, including our Guided Reading Template and Long-Range Plan, to the board's FSL (French as a Second Language) Consultant. By sharing our data and resources, we hope to make things a little easier for French Immersion teachers throughout the board.

4. Strategic Long-Range Planning
To maintain our momentum and ensure all curriculum expectations are met by year-end, we will strictly follow the long-range plan we have developed. This roadmap will keep us on task, ensuring a logical progression of skills, from phonological awareness to early reading, throughout the remaining months.

Links to Our Work

Please see our attached documents

Any Next Steps We Have To Continue Our Learning

Our next steps are to sustain and expand our French literacy block. To build upon the foundation established through our grant, we have identified four key areas of focus to ensure a high-quality, sustainable literacy environment for our kindergarten students:

1.Strengthened Collaborative Practice
We will continue to work collaboratively through regular check-ins and shared planning sessions to ensure we remain "on the same page". By maintaining an open dialogue, we can pivot our strategies based on real-time student data, ensuring that both classrooms provide a consistent and high-level learning experience.

2. Refined Guided Reading Implementation
A core component of our daily routine will be the consistent use of our co-created guided reading template. This structure allows for:

- Targeted Instruction: Meeting students at their specific reading level daily.
- Progress Tracking: Ensuring that every child is monitored through a standardized lens to facilitate growth.

3. Dynamic French Literacy Centers
We aim to evolve our classroom environment by creating purposeful, age-appropriate French literacy centers. These centers are designed for independent student use, allowing us to:

- Foster student agency and confidence in a second language.
- Free up teacher time for intensive, small-group interventions while the rest of the class remains engaged in meaningful, self-directed literacy tasks.

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