

Video 7: Introduction

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Hello-and welcome to this series of professional development videos on the revised Ontario Language Arts curriculum, 2023, focused in particular on Strand B of the curriculum. These videos were created by me, Professor Robert Savage at York University, in consultation with the Ontario Ministry of Education to support teachers in delivering the revised curriculum.

These videos will provide an accessible guide to all the elements of language including the speech sounds (called phonemes') printed letters (called 'graphemes), and word meanings (called 'vocabulary' and 'morphemes'), as well as the teacher activities involved in reading and spelling development using these parts of language. In addition, you will be exposed to some of the evidence that researchers have collected that means we can call these approaches 'effective and evidence-based practices'.

After this introduction you can explore six substantive videos on all aspects of Strand B of the revised Ontario curriculum: (phonological awareness (especially phonemes) in video 1 grapheme (letter and letter cluster) to phoneme correspondences in video 2, and how they work together to help phonic decoding (video 3). Video 4 explores the role of distributed word meanings across words ('morphology', as shown in the appearance of 'sign' in design resign signature etc.), and explores how morphology may play a role, alongside phonics in the complex spelling system of English. In video 5 we will explore specific word meanings (vocabulary and its role in supporting comprehension), and in the final video 6 we will explore key features of reading fluency. Fluency is intimately related to comprehension, we will learn.

A key part of this video series is to allow you to see the background context and research that has led to these curriculum statements, through a gentle introduction to some of the relevant evidence-based research.

These videos can be used in a range of ways - end-to-end as a single 3 to 3.5 hr morning Professional Development session in a school or broken into shorter sessions with discussion and breakout for 1 full day of Professional Development with colleagues. Alternatively (and additionally) the videos can be studied via individual use.

These videos are not designed to be a complete guide to expert teaching of early reading but form the basis of ongoing professional learning in the new curriculum and the relevant evidence-based research that underpins it.

Finally, each video comes with a survey – please complete the video surveys – this will help us shape further provision for teachers in the province.

I very much hope these videos aid you in helping more young students become successful readers. All the very best.