



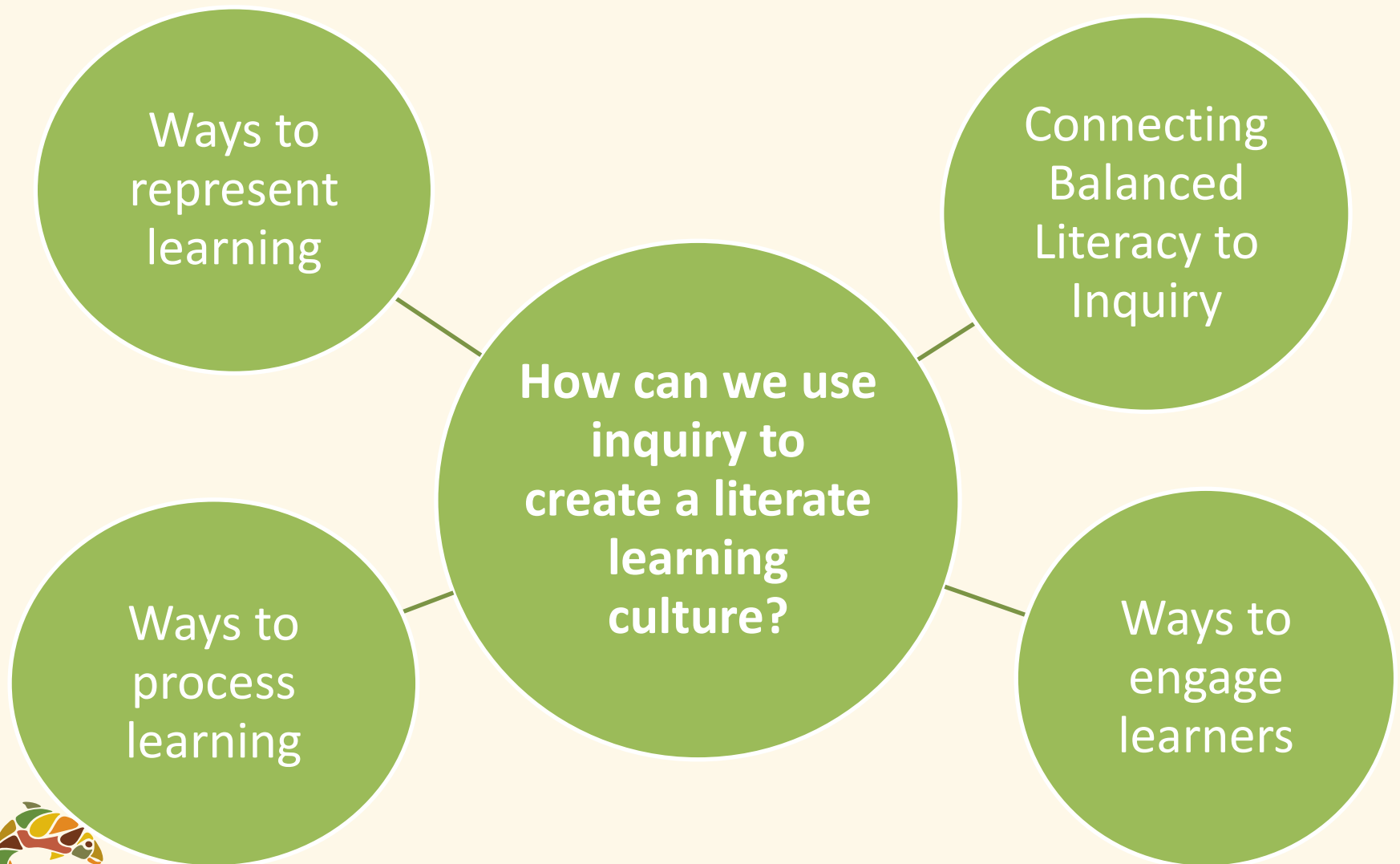
**NANAIMO LADYSMITH**  
PUBLIC SCHOOLS

Balanced Literacy through  
Inquiry/ Project-Based  
Learning

By Mary-Lynn Epps and DJ  
Thompson

Learning Together

# Our Learning Intention



# Provincial Balanced Literacy Framework



# Gradual Release

I DO

- **Teacher Modelling**

- Explains
- Demonstrates
- Thinks aloud

WE DO

- **Guided Practice**

- Teacher and students practice
- Teachers scaffolds the students' attempts and gives feedback
- Students share their thinking with each other

YOU DO

- **Independent Practice**

- Students apply strategy on their own
- Students receive feedback from teacher and other students

YOU DO

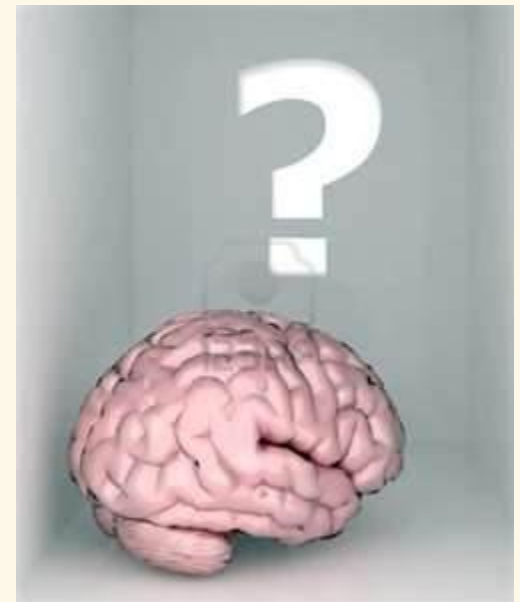
- **Transfer and Generalization**

- Meta-cognitive, self-regulated learner



# What is inquiry/ project-based learning?

- Based on **constructivist theory** and grounded by the work of Piaget, Vygotsky, Dewey and Freire.
- **Concept-based** with an emphasis of “enduring understandings” and core competencies.



# What is inquiry/ project-based learning?

- Balance between the **acquisition of skills, knowledge and meaning.**
- Inquiry/ project-based learning occurs “the creation of meaning that occurs when an individual **links new knowledge with...existing knowledge**” (International Baccalaureate, 2007, p. 6)
- Inquiry learning is the **continual and cyclic** path of constructing, testing, confirming or revising our models of how the world works with the purpose **to transform** our thoughts, beliefs and actions.

## Connect & Wonder:

Develop broad inquiry question & decide on priority learning outcomes

## Reflect:

Reflect on metacognitive processes that supported learning and decide on next steps.

# Cyclical Inquiry Framework For Planning

## Explore:

Create learning opportunities to develop background knowledge and lay foundation for transformation

*Infuse Assessment  
for Learning*

## Express:

Represent understanding of broad inquiry question and personal inquiry question for showcase celebration

## Construct Meaning:

Students process their learning using literacy skills to deepen their understanding of the inquiry question



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# Meet Brandon and Ryan...

- ▶ Watch this video of Brandon and Ryan as they present their learning
- ▶ Where do you see evidence of balanced literacy that support learners constructing meaning around the inquiry question?



# Engaging Learners

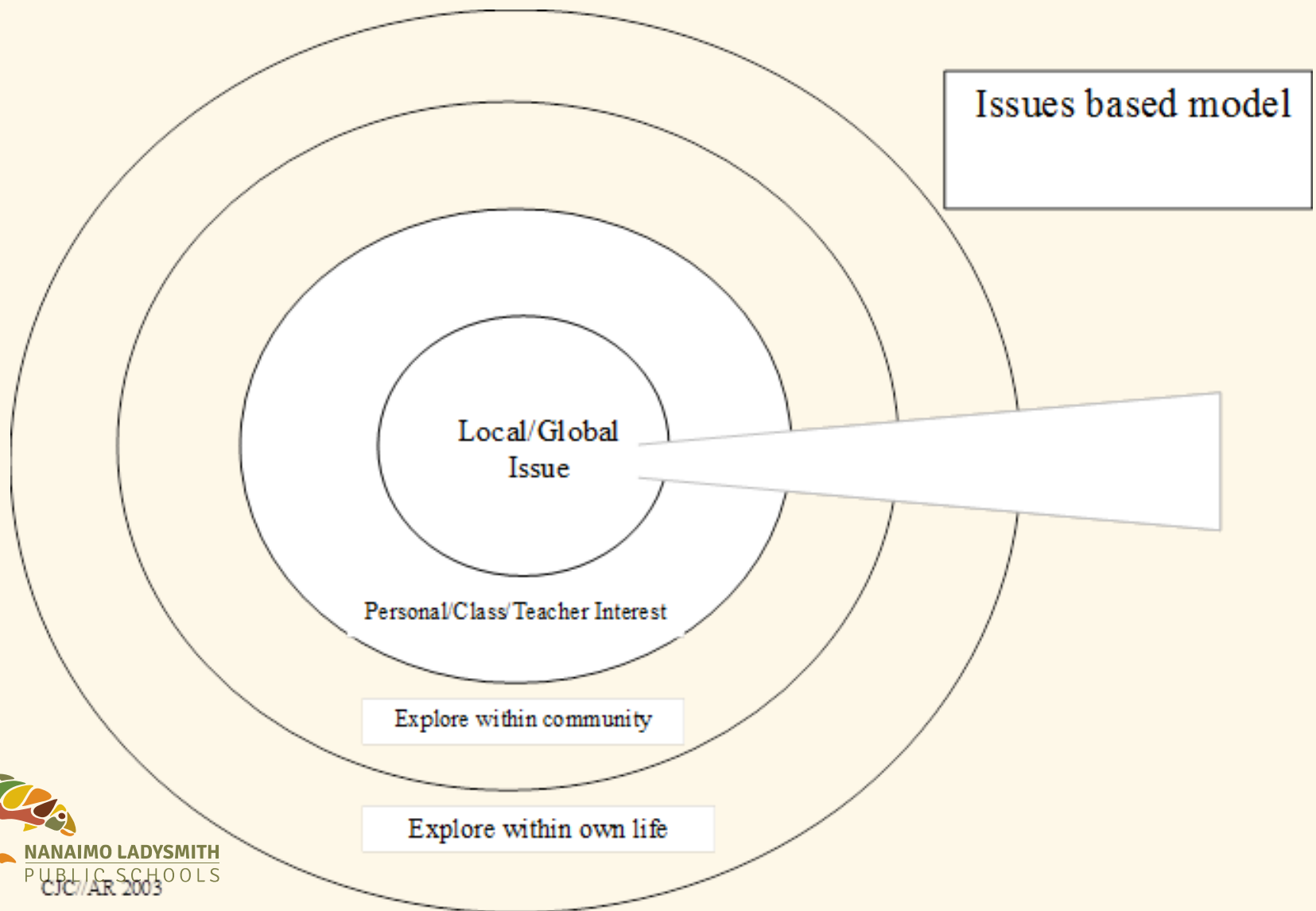
- ▶ What are the ways we engage learners in literacy learning?

In your table groups, create a list to share with the group

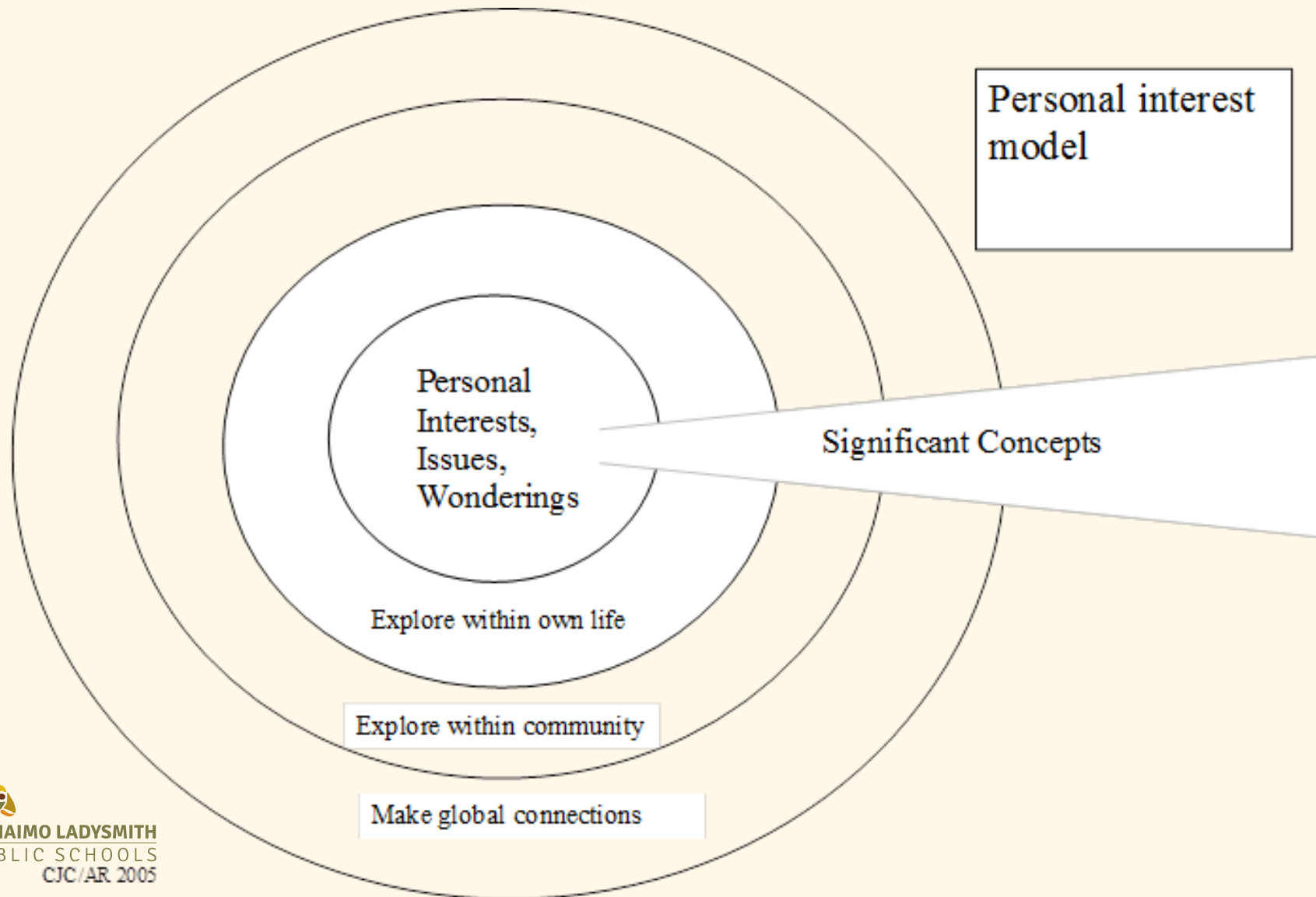
We will do a “whip around” after



# Engaging Learners



# Engaging Learners



# Processing Learning

How do you support learners to deepen their understanding of:

- ▶ Vocabulary building
- ▶ Reading comprehension
- ▶ Gathering and organizing ideas
- ▶ Expressing learning

# Processing Learning: Vocabulary Building

## ▀ What it does?

- Introduces specialized terms
- Gateway to predict the focus area
- Supports students in reading related texts
- Cues readers to important terms

## ▀ Strategies

- "Tea Party"
- "What's in? What's out? Don't know?"
- Word wall

# Processing Learning: Reading Comprehension

## ▀ What it does?

- Supports understanding of texts

## ▀ Strategies

- Connect, Question, Visualize, Infer, transform
- Literature circles
- Information circles

# Processing Learning: Gathering and Organizing Ideas

## ▀ What it does?

- Supports understanding of the inquiry question.

## ▀ Strategies

- Dual entry journal
- Research
- Plot summaries
- Character sketches
- 4 quadrant note-taking
- Mind mapping



# Processing Learning: Expressing Learning

## ▀ What it does?

- Provides mediums for students to deepen their learning.

## ▀ Strategies

- Writing samples. Eg. Reading response, persuasive essay, poetry, journals
- Oral defence Eg. Debate, speech
- Venn diagrams, compare contrast



# Representing Learning

*There is all the difference in the world  
between having something to say and  
having to say something.*

John Dewey

- What does this quote mean within the context of the classroom?
- What are the implications for our learners?

# Representing Learning

- ▶ We want students who are able to communicate who they are as learners. What works for them and what are their challenges.

# Representing Learning

- ▶ How does Emily represent her learning?
- ▶ Where do you see evidence of balance literacy?
- ▶ How does inquiry engage learning and support literacy strategies?



# Next Steps?

- ▶ What supports do you need to move forward with inquiry and balanced literacy?
- ▶ How can we help you?



# Thank you!

- ▶ Please feel free to contact us with any further questions you may have.
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