

# SD45 - Bowen Island Community School Professional Learning Series

Foundational Literacy Learning: Exploring the How and Why of Differentiated, Playful Literacy Instruction

Friday, September 22nd

8:30am - 2:30pm

Presenter: Lisa Thomas POPEY Program Manager



# Professional Learning Series overview...

In this professional learning series with POPEY, we will explore:

- a scope and sequence for foundational literacy skills across the grades, so we can design differentiated, playful literacy learning experiences in a cumulative and systematic way and support students' successful reading and writing outcomes over time
- the importance of using common language and a cohesive collection of resources to inform our planning, instruction, assessment, and feedback cycle, to effectively nurture young readers and writers
- ways to educate and support families to create a more robust and effective Home Reading practice in the community



# Shape of the Morning

# This morning we will focus on:

- ✓ exploring the K-7 ELA curriculum and literacy learning progressions
- ✓ language & listening comprehension: access to complex language and opportunities for deep thinking across the grades
- using interactive read alouds, text sets, and wordless picture books to expand thinking, build vocabulary, share ideas and information, and create a community of curious readers, writers, and learners
- ✓ using scaffolded supports for personal writing, to share our unique stories and make connections to the world and others
- ✓ samples and possibilities for a Home Reading protocol for parents
  and families



# Shape of the Afternoon

This afternoon we will focus on a deeper dive into foundational literacy skills to support successful reading and writing development in the primary grades:

- $\checkmark$  a scope & sequence for phonemic awareness and phonics
- ✓ Elkonin (sound) boxes and orthographic mapping
- ✓ characteristics of strong phonics instruction
- ✓ some low prep/high impact activities and games to promote phonics knowledge and support student learning



# Kindergarten to Grade 2 - ELA Big Ideas

- ✓ Language and story can be a source of creativity and joy
- ✓ Stories and other texts help us learn about ourselves and our families (Grade 2 includes: and our communities)
- ✓ Stories and other texts can be shared through pictures and
  words
- ✓ Everyone has a unique story to share
- $\checkmark$  Through listening and speaking, we connect with others and share our world
- ✓ Playing with language helps us discover how language works
- ✓ Curiosity and wonder lead us to new discoveries about ourselves and the world around us

BC Ministry of Education - ELA Curriculum



## Grade 3 - ELA Big Ideas

- ✓ Language and story can be a source of creativity and joy
- ✓ Stories and other texts help us learn about ourselves and our families, and our communities
- ✓ Stories can be understood from different perspectives
- ✓ Everyone has a unique story to share
- ✓ Using language in creative and playful ways helps us understand how language works
- ✓ Curiosity and wonder lead us to new discoveries about ourselves
  and the world around us

BC Ministry of Education - ELA Curriculum



# Grade 4 & 5 - ELA Big Ideas

- ✓ Language and text can be a source of creativity and joy
- ✓ Exploring stories and other texts helps us understand ourselves and make connections to others and the world
- ✓ Texts can be understood from different perspectives
- ✓ Using language in creative and playful ways helps us understand how language works
- ✓ Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens

BC Ministry of Education - ELA Curriculum



# Grade 6 & 7 - ELA Big Ideas

- ✓ Language and text can be a source of creativity and joy
- ✓ Exploring stories and other texts helps us understand ourselves and make connections to others and the world
- ✓ Exploring and sharing multiple perspectives extends our thinking
- ✓ Developing our understanding of how language works allows us to use it purposefully
- ✓ Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens

BC Ministry of Education - ELA Curriculum



#### NEW - Learning Pathways & K-12 Literacy Progressions

The K-12 Learning Progressions demonstrate a continuum of proficiency from K to 12. They highlight what a thinking or communication skill may look like for a proficient student.

#### Aspects of Literacy

- √ comprehends text
- ✓ applies understanding
- √ develops ideas
- ✓ communicates ideas and information

\*This will be open for educators to provide feedback to the Ministry until January 2024. Aspect SubAspect K 1 2 3 3 4 5 6 7

Aspect Aspect K 1 2 3 3 4 5 6 6 7

Application programment for the component for t

BC Ministry of Education — Learning Pathways



# Read & Reflect, Compare & Discuss

#### Take some time to read through these documents:

- ✓ BC's ELA Curriculum
- ✓ Draft Learning Pathways Literacy Learning Progressions
- ✓ SD72's Year-Long Literacy Plans, K-5 (sample)
- ✓ Comprehensive Reading/Writing Activities & Levels of Support
- ✓ Early Reading Continuum
- $\checkmark$  Developmental Stages of Reading & Writing
- ✓ Reading & Writing Interest Inventories
- ✓ Class Profile






## Read & Reflect, Compare & Discuss

## Guiding questions for this activity...

- \* What do you notice and wonder about these resources?
  - ✓ These could be affirmations, connections, or new information
- \* Find a colleague who teaches a grade close to (or the same grade) as you and share something you noticed or wondered
- \* On a post-it note, write down your main takeaway
- \* Find a new partner and share your post—its with each other











## Revisiting how we learn







- \* observation of someone skilled modelling/demonstrating
- \* direct instruction
- \* gradual release of responsibility
- \* practice / repetition
- \* time / opportunity
- \* encouragement / feedback
- \* safety to take risks and try new things
- \* relationships, motivation, engagement...

## Learning is:

- **≭**social
- \*constructive
- \* experiential
- \*inquiry-based



# Review Reading comprehension is fundamentally the same work as listening comprehension. Opportunities to grow and language - including vecabulary

Opportunities to grow oral language — including vocabulary, background knowledge, sentence structure, and more — actually develop the comprehension mechanisms of reading.



CANINE	101		1223
BEFORE WE DIVE INTO THE WONDERFUL WORLD OF WAGOING TALS and Squeeds type, we need to enswer a few thingue, in fort. The fort contribute is		WHAT KIND OF D	og is
ADD GRY  The Control of the State of the Sta		THIS BOOK ABOUT  The property of the property	89 th Number 78.2 **Language 118 **Language #1 **Calculation #1 **Calculation 22 **Language 21 **Language **Language 23 **Language 41 **Language 41 **Language 42 **Language 43 **Language 43 **Language 44 **Language 45 **Language 46 **Language 47 **Language 48 **Langua
NOK EVERYTHING			900

Shifting the Balance: Burkins & Yates




# Revisiting Shift One:

Treat oral language development as an essential ingredient for comprehension.

High-leverage instructional routines for language development:

- ✓ Make space for planned and incidental conversation
- ✓ Ask quality questions
- ✓ Provide wait time
- ✓ Repeat and expand
- ✓ Use interesting words
- ✓ Read aloud
- ✓ Teach with text sets to build content area knowledge

How can you intentionally support oral language development to maximize early listening comprehension in the classroom?

Shifting the Balance: Burkins & Yates



# High-Leverage Instructional Routines

Routine, Purpose, Examples the What, the Why, the How

#### ✓ Make space for planned and incidental conversation

- \* Leverage conversation throughout the day and give children practice articulating ideas, listening, adding on, and asking relevant questions
- - Lets talk about...
  - This is so interesting. Let's talk more about it...
  - Tell us about what just happened.
  - Talk to your partner about...
  - Who wants to add on to \_\_\_?

#### ✓ Ask quality questions

- \* To ensure students have opportunities for higher-level thinking, such as describing, explaining, comparing, evaluating, and inferring.
- \* Examples:
  - What do you think about...?
  - How are and alike or different?
  - Why do you think that is more important?
  - Explain what really happened.

Shifting the Balance: Burkins & Yates



# High-Leverage Instructional Routines

Routine, Purpose, Examples the What, the Why, the How

#### ✓ Provide wait time

- \* To give children the time they need to process information, formulate thoughts, and organize their language to express their ideas
- \* Examples:
  - After posing a question, wait.
  - (Silence)
  - I'll give you some time to think about what you want to say
  - Let your partner think.

#### ✓ Repeat and expand

- \* To reinforce, extend, and clarify student language
- \* Examples:
  - Wow, that's so interesting. You had...
  - So you...
  - I don't understand. Tell me more about...

POPEY	

Shifting the Balance: Burkins & Yates

# High-Leverage Instructional Routines

# Routine, Purpose, Examples – the What, the Why, the How

#### ✓ Use interesting words

- ★ To teach new vocabulary and encourage students to use it, and to teach children to notice and acquire new words
- \* Examples
  - Let's all be on the lookout for new and interesting words
  - Let's take some time to learn this powerful word.
  - Let's see if we can all find ways to use this word today.

#### ✓ Read aloud

- ★ To introduce students to new vocabulary, to build background knowledge, to expose children to language and text structures, and to provide children with joyful experiences with books.
- \* Examples:
  - Let's read this book to see what we can learn about ...
  - Let's read this sentence again and try to figure out what it means.
  - Why did you love this story?
  - What's worth talking more about?
  - Tell the story to your partner in your own words.

Shifting the Balance: Burkins & Yates



# High-Leverage Instructional Routines

Routine, Purpose, Examples — the What, the Why, the How

#### ✓ Teach with text sets to build content area knowledge

- ★ To use text sets across read-aloud and shared, guided, and independent reading - including that in content area instruction - to build background knowledge and interest in a topic
- \* Examples:
  - Today we're going to learn more about \_\_\_\_\_\_ by reading \_\_\_\_\_\_
  - Let's start a basket for all the books we are collecting about
  - You'll be excited to find some of the same words and ideas from the other book(s) we've read. Tell us about the connections you find.

Shifting the Balance: Burkins & Yates



# Reflect & Share - supporting language development

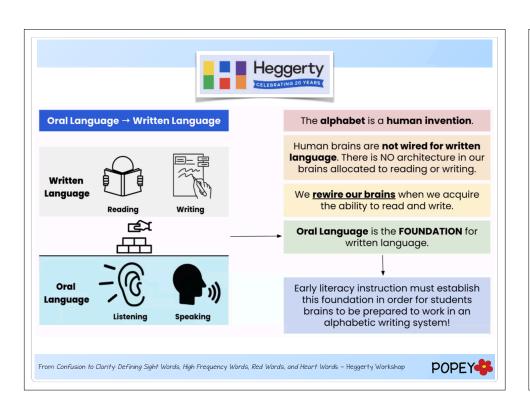
Are there any new routines or activities that you're trying out this month to leverage conversation and support higher-level thinking?

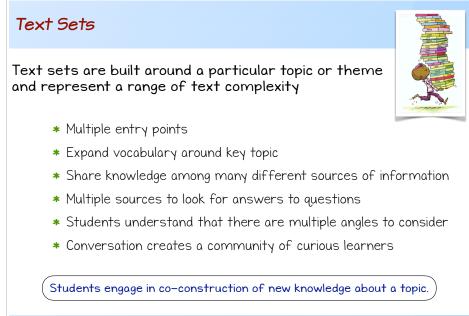
Chat and share with your table group...



- ✓ Make space for planned and incidental conversation
- ✓ Ask quality questions
- ✓ Provide wait time
- ✓ Repeat and expand
- ✓ Use interesting words
- ✓ Read aloud
- ✓ Teach with text sets to build content area knowledge



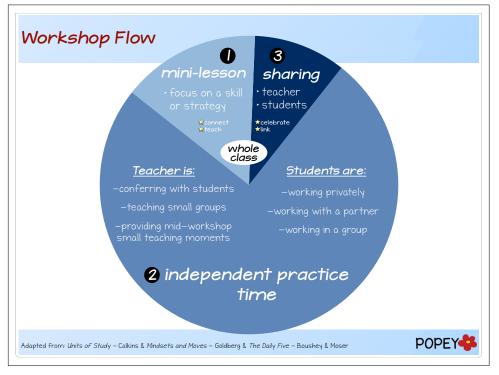





POPEY

Shifting the Balance - Burkins & Yates, A Teacher's Guide to Development Across the Day - Wright

Image: Peter H. Reynolds - The Word Collector




#### Mini-Lesson Format

~ 10 minutes

#### Connection

- ·connect the context of the day's teaching with the work the class has been doing
- name the teaching point for the lesson
- · about | minute

#### Teach

crystallize what you plan to teach in this mini-lesson - today's goal & steps to reach it provide concrete instruction to demonstrate today's skill or strategy

#### 2-3 minutes

# **Active Engagement**

· "Now you try it" – and provide students with a little bit of guided practice (scaffolded learning) · everyone has a go, working with a partner or small group, while the teacher listens and coaches · 2–3 minutes

#### Link

re-state the teaching point - connect it to not just today, but every day they go and do their own work - working independently & collaboratively with their partners about I minute

Units of Study - Calkins, The Reading and Writing Project



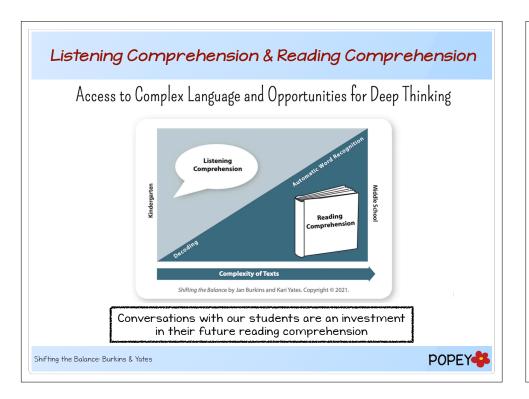
# Information Source: Fiction Text Read-Aloud I AM NOT A Panyolins Lament Liz Wong POPEY

## Text Sets Across the Grades

What units, themes, subjects, and content are you teaching this year that could be supported by text sets?

- ✓ Chat with your table group or those in similar grades/roles
- ✓ Are there books in your room that could easily make text sets?
- ✓ Could your librarian help you find books at other levels?
- $\checkmark$  Are there digital resources (e-books, videos) you can use?



# Modelling Literate Conversations About Texts

#### **Fiction**

- ▶ Connecting
- ▶ Questioning
- ▶ Inferencing
- ▶ Predicting
- Literary strategies metaphors, idioms, etc.

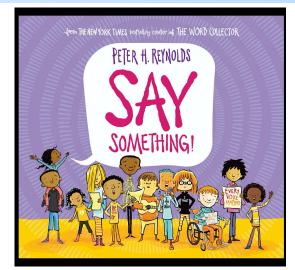


#### Nonfiction

- ▶ Text features Table of Contents, diagrams, labels, etc.
- ▶ Connecting to prior knowledge
- Vocabulary study introducing new words/meanings
- Personal response opinions, preferences, connections
- Persuasive discussions backing it up with evidence



# Fiction & Nonfiction - Interactive Read Alouds



- 1	P	1	b	E	Y	4	2
	_		Г	ᆫ	ı,	٦	,

## Wordless Picture Books

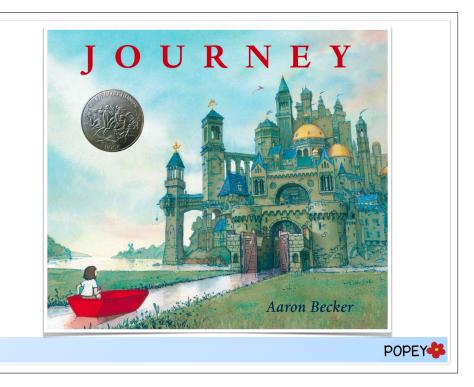
Wordless picture books offer numerous pedagogical benefits for emerging readers, including...

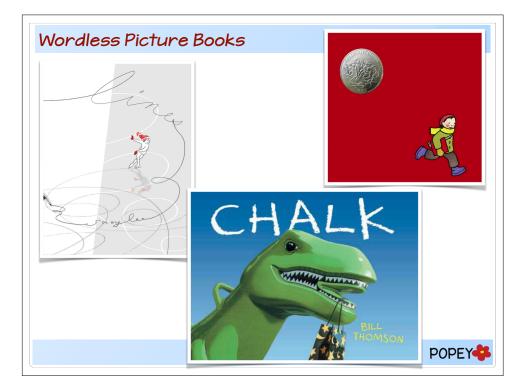
- √ the development of pre-reading skills
- √ sequential thinking
- √ a sense of story
- √ visual discrimination
- ✓ inferential thinking.

Imagination is an important part of the process of reading visual narratives. Readers are being asked to actively participate in the construction of the narrative and cannot rely simply on the literal decoding of written text. The open-endedness or ambiguity that is inherent in wordless picture books allows readers to construct diverse interpretations and return again and again to reconsider their initial impressions.

Exploring Wordless Picture Books - Reading Rockets







# Skilled Comprehenders Use These Strategies

- \* connecting to prior knowledge schemas
- \* self-questioning ask themselves questions about the text
  - an essential component of planning to understand a text
- \* predicting using prior knowledge and clues from text to make hypotheses about the text content
- \* using text structure organize text information to make meaning
- \* visualizing mental imagery to remember information from texts
- \* making inferences integrate bits of info and fill in the gaps
- \* summarizing prioritize the importance of info to get the 'gist'
  - this requires complex working memory and cognitive flexibility

We can explicitly model these comprehension skills and engage students in conversations that allow them to practice language comprehension.

Executive Skills & Reading Comprehension: Cartwright



# Goals for Launching Your Writers' Workshop

- \*Build a safe writing community
- \* Establish rituals and routines
- \* Generate lots of thinking, talk and writing
- \* Develop the understanding that all good writing has meaning, detail, structure and pacing

You and your students **first** enjoy and respond to literature **as readers** and then later come back to the familiar text **as writers** in Writing Workshop mini-lessons.

Launching the Writing Workshop - Leograndis



Workshop Flow  mini-lesson  • focus on a skill or strategy  • teacher • students  • celebrote • link  whole class  Teacher is:  - conferring with students  - teaching small groups  - providing mid-workshop small teaching moments  2 independent practice time	
Adapted from: Units of Study - Calkins & Mindsets and Moves - Goldberg & The Daily Five - Boushey & Moser	POPEY


#### Mini-Lesson Format

~ 10 minutes

#### Connection

- $\cdot$  connect the context of the day's teaching with the work the class has been doing
- name the teaching point for the lesson
- · about | minute

#### Teach

- crystallize what you plan to teach in this mini-lesson today's goal & steps to reach it provide concrete instruction to demonstrate today's skill or strategy
- 2-3 minutes

# **Active Engagement**

"Now you try it" – and provide students with a little bit of guided practice (scaffolded learning) everyone has a go, working with a partner or small group, while the teacher listens and coaches 2–3 minutes

#### Link

re-state the teaching point - connect it to not just today, but every day they go and do their own work - working independently & collaboratively with their partners about I minute

Units of Study - Calkins, The Reading and Writing Project



# Writing About Our Lives - Small Moments

- think about some of the true stories that you could write about:
  - ▶a story about my life
  - ▶a story about school
  - →a story about my family
  - ▶a story about my vacation
- those are BIG STORIES as big as a



• when you pick a topic to write about - stop & think -

does it feel like I'm carrying a watermelon?

Adapted from - Units of Study in Writing - Calkins & The Reading and Writing Project



# Writing About Our Lives - Small Moments



 the good news is that inside a big watermelon topic, there are a TON of tiny seed stories that we can write about



· Here's an example of a Sports Day seed story...

POPEY 4


Adapted from - Units of Study in Writing - Calkins & The Reading and Writing Project

# Zooming in on Small Moment Stories

- think about our big topic Today at School

- make your own **story** that came out of our big
- take turns with a writing partner & tell each other your ideas for your story
- list out different seeds or ideas for your story ... count out each idea across your fingers



• write out one of your seed ideas — to make a short story

Separates the **formulating** of sentences from the difficult task of writing sentences



# Reflecting on Our Shifting from Professional Learning walls to bridges Journeys From Walls to To Bridges **Bridges** WALLS 5 Walls We're Trying to Avoid complexity and shades of grey in order t safeguard against binary thinking? Judgment thas lots of forms incl blame, guilt, and superiority etting your triggers get in the way? What fears do YOU need to name? The Six Shifts Jan Burkins and Kari Yates 2021 **POPEY**

# **Building Bridges**

Reflect & Discuss

Read the From Walls to Bridges handout and reflect on your relationship to these pairings.

Where do you land on the continuum between ...?

- \* Certainty vs. Curiosity
- \* Binary Thinking vs. Complexity
- \* Judgment vs. Vulnerability
- \* Dismissiveness vs. Listening
- \* Overwhelm vs. Entry Points



Reflect & discuss with your table group.




# Shift Two:

# Commit to intentional, systematic phonemic awareness instruction.

#### High-leverage instructional routines for phonemic awareness:

- ✓ Let's notice how sounds are made (articulatory gestures)
- ✓ Let's put sounds together to make whole words (blending)
- ✓ Let's take words apart (segmenting)
- ✓ Let's listen for sounds that are the same (isolation & discrimination)
- ✓ Let's take sounds off of words (deletion)
- ✓ Let's change one sound in a word to make a new word (substitution)

How can you help students both NOTICE and MANIPULATE the phonemic structure of individual words?

Shifting the Balance: Burkins & Yates



#### Phonemic Awareness & Phonics

These work <u>in concert</u> to <u>explicitly</u> and <u>systematically</u> support our students as they navigate the unpredictable, complex alphabetic structure of language & print.



#### Phonemic Awareness

- · main focus is on sounds
- · deals with spoken language
- · lessons are oral and auditory
- students work with manipulating sounds in words
- there are 44 sounds in the English language

#### Phonics

- main focus is on letters and their sounds there are 26 letters that make 44 sounds
- deals with written language and print
- · lessons are both visual and auditory
- students work with reading and writing letters according to their sounds, spelling patterns, and phonological structure
- there are over 200 ways to spell the 44 sounds we hear

Phonemic awareness instruction improves phonics skills, and phonics instruction improves phonemic awareness; the relationship is reciprocal.

-Lane & Pullen, 2004

Heggerty Phonemic Awareness Curriculum



# Scope and Sequence of Phonemic Awareness

...the understanding that spoken words are made up of individual sounds

#### Examples of Phonemic Awareness Skills

Taught and learned in the order of easiest to most difficult...



- 1. Sound and word discrimination:

  What word doesn't belong with the others? cat, mat, bat, ran
- 2. Rhyming: What word rhymes with 'cat'? bat
- 3. Syllable splitting: The onset of 'cat' is /k/, the rime is /at/
- 4. Blending: What word is made up of the sounds /k/ /a/ /t/? cat
- 5. Phonemic segmentation: What are the sounds in 'cat'? /k/ /a/ /t/
- 6. Phoneme deletion: What is 'cat' without the /k/? at
- 7. Phoneme manipulation: What word would you have if you changed the /t/ in 'cat' to an /n/? can

University of Oregon Center on Teaching and Learning: Phonemic Awareness




#### Readiness Skills

The two best predictors of early reading success are phonemic awareness and alphabet recognition.



# Phonemic Awareness

A range of subskills is taught to develop phonemic awareness, with <u>oral blending</u> and <u>oral segmentation</u> having the <u>most positive impact</u> on reading and writing development.

These skills are power skills.

# Alphabet Recognition

Involves learning the names, shapes, and sounds of the letters of the alphabet with fluency.

Phonemic awareness and alphabet recognition are focused on primarily in Kindergarten and Grade 1.

Phonics From A to Z: A Practical Guide - Blevins



# A comprehensive literacy framework

#### Making Meaning <u>OUT OF</u> Texts

#### Word Study

Early Literacy Concepts

Phonological Awareness

Letter-Sound Relationships

Letter Knowledge

Spelling Patterns

High-Frequency Words

Word Meaning/Vocabulary

Word Structure

Word Solving Actions

#### Making Meaning IN Texts

#### Reading

Active Read Aloud Reading Mini-Lessons Shared Reading Guided/Small-Group Reading Independent Reading

#### **Writing**

Modelled Writing Writing Mini—Lessons Shared/Interactive Writing Guided/Small—Group Writing Independent Writing

Oral Language Comprehension

Adapted from - The Fountas & Pinnell Phonics, Spelling, and Word Study System - Fountas & Pinnell





Orthographic mapping is "The mental process we use to permanently store words for immediate, effortless retrieval" (Kilpatrick, 2016, p. 31)







This involves the formation of letter-sound connections to bond the spellings, pronunciations, and meanings of specific words in memory.

 $From \ \textit{Confusion to Clarity: Defining Sight Words, High Frequency Words, \textit{Red Words, and Heart Words} - \textit{Heggerty Workshop}$ 




# Using Elkonin boxes to Teach Orthographic Mapping

#### Why use Elkonin boxes?

- \*it helps build students' phonemic awareness & phonics
- \*it helps connect letters to sounds
- \*it helps students hear and record all sounds in a word
- \*it helps solidify left to right directionality

#### Once students are proficient with phonemic awareness:

- \*You can transition to teaching letter boxes (this helps with spelling)
- \*Students gain independence with this problem—solving strategy

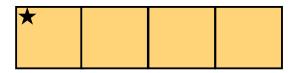


When Readers Struggle: Teaching that Works - Fountas and Pinnell



# The process of using Elkonin boxes during Writing

- \*Give the student a 'practice page' or white board
  - \*When the student is writing and they come to a word they need to problem solve, model the use of Elkonin boxes on the practice page
- \*Model the task for the student
  - \*Say the word slowly and touch the boxes (or push objects into the boxes) as you say the word
- \*Have the student try it themselves
  - \*You may do the task together until the student can take over



Literacy Lessons Part Two - Clay



# Orthographic Mapping

The Big Five: Phonics-Orthographic Mapping - Wooldridge

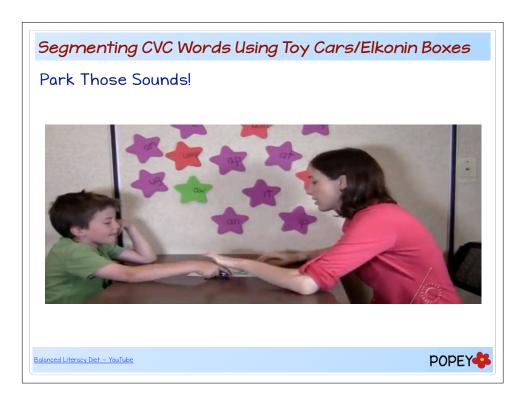
Orthographic mapping proposes that we use the pronunciations of words that are already stored in long—term memory as the anchoring points for the orthographic sequences (letters) used to represent those pronunciations.

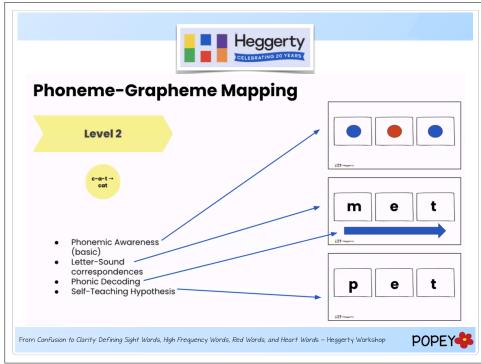
Let's explore an orthographic mapping routine for the word

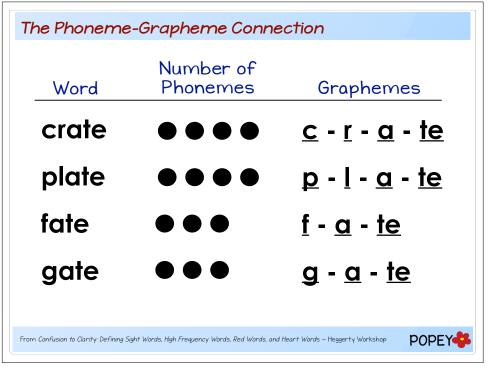
does

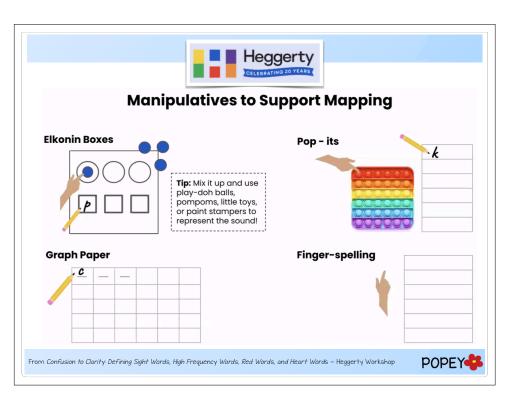


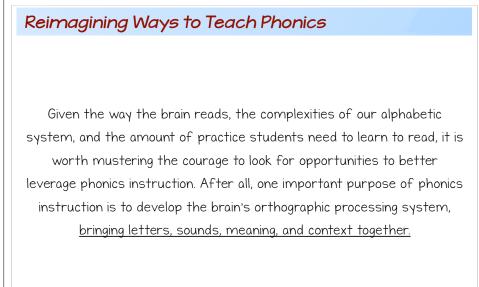
POPEY









Shifting the Balance - Burkins & Yates

POPEY

# Characteristics of Strong Phonics Instruction ✓ Readiness Skills - phonemic awareness & alphabet recognition ✓ Scope and sequence – build student learning from simple to complex ✓ Blending - must be frequently modelled and applied ✓ Dictation - guided spelling helps transition growing reading skills to writing ✓ Word Awareness Activities – word sorts and word building provide opportunities to play with words and experiment with how word parts combine ✓ Teaching High-Frequency Words – teaching high utility words that are irregular based on common sound-spelling patterns (typically the top 200-300 high frequency words are taught in K-2) ✓ Reading Connected Text - controlled, decodable text at the beginning level of reading instruction helps students develop a sense of comfort in and control over their reading growth - a key learning tool in early phonics instruction Active \* Social \* Reflective POPFY Phonics From A to Z: A Practical Guide - Blevins


# A Suggested Scope & Sequence for Phonics

- Teach short-vowel sounds before long-vowel sounds
  - -efficiency and ease of learning are critical
  - —the simplicity of using short—vowel spellings and CVC words is beneficial to struggling readers
- 2 Teach consonants and short vowels in combination so that words can be generated as early as possible
  - -you can create decodable, connected text so kids can apply their knowledge of learned sound-spelling relationships
- The majority of consonants taught early on should be continuous consonants
  - —such as f, l, m, n, r, and s because these consonant sounds can be sustained without distortion: it's easier to model blending
- 😱 Use a sequence in which the most words can be generated
  - -for example, many words can be generated using the letter t; very few using x -higher-frequency sound-spelling relationships should precede less-frequent ones
- Progress from simple to more complex sound-spellings
  - -consonant sounds should be taught before digraphs and blends
  - -short-vowel sound-spellings should be taught before long-vowel sound-spellings

Phonics from A to Z: A Practical Guide - Blevins



# WHY a Scope & Sequence?

Scope and sequence are created so that many words can be formed as early as possible.

How many words can you potentially read and write with the following letters?

\* s, m, t, d, l

\* s, m, a, t, d



Quick generation of useful words is not only more efficient, but highly motivating!

A Fresh Look at Phonics, Grade K-2 - Blevins



#### Phonics Instruction

There are two types of phonics instruction, synthetic and analytic.

- \*A synthetic phonics approach teaches students to convert letters to sounds and then blend the sounds to make a word. This approach emphasizes teaching alphabet knowledge.
- \*An analytic phonics approach teaches students to blend the onset (beginning sound) of a word with the rime (rest of the word) into a word using word families. This approach emphasizes teaching word families and is more appropriate for grade 1 or 2 students



## Quick Assessments of Students' Phonics Abilities

Two quick and easy ways to gather information in a wholeclass setting about each student's phonics knowledge are:

#### 1. Simple spelling dictation

Prepare a sentence or two (depending on where your students are in their learning progression) and dictate it to your students. When you are analyzing the students' writing, look for patterns to determine what phonics skills they can apply independently and what skills are missing or incorrect.

#### 2. Interactive writing

Have students join you in interactive writing by writing some words (that you have predetermined) on their own on their individual whiteboards. Students can hold up their whiteboards and you can see at a glance who needs intervention in specific areas.

Active Reading Classrooms - Kelly



#### Activities to Promote Phonics Knowledge

#### Giant Flash Cards:

An interactive way to engage students in applying their phonics knowledge is through the use of giant flash cards.

Bring your whole class to a gathering area, like a carpet, and invite some students to come to the front of the class and take a flash card. The flash cards will have single letters and digraphs, depending on the phonics lessons you have taught.

The rest of the class will act as "directors". You can say a word and the students will sort themselves out to make the word. The directors have the opportunity to offer input.

This is How We Teach Reading ... And It's Working! - Willms & Alberti



# Activities to Promote Phonics Knowledge

#### What is Different?

Put two words on the board and ask students...

"What do you see that is different in these words?"

ran / rain

"What do you hear that is different?"

cat / chat

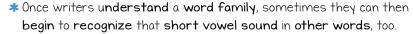


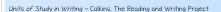
#### The Power of Word Families

# Teaching word families is high impact instruction

- \* There are 37 word families that can help kids spell about 500 words
- \* The word families help kids make C-V-C words and also teach children a foundational spelling strategy
- \* One known word can help you spell other unknown words:
  - √hop, mop, chop
  - √ day, say, play
  - √bat, cat, flat
  - √fin, pin, grin
  - √bit, fit, split

Word Wall I Spy









# Word Ladders - Playing with Sounds, Letters, Words bat dog like dig cat fat own word ladder. See if you can come up ladder. Easily differentiated to be responsive to your students' varied abilities & needs, and

Take a few minutes to finish one of these word ladders, or create your

with 8 words in your

can be extended to a literacy centre/station for additional engagement & practice.

POPEY - Word Ladders

→ the word starts with 'm'	and	animal	beco
→ the word has 3 letters	ball	big	cras
The word has 3 letters	can	friend	eatir

- → the word has 2 syllables
- the word has a long 'e' sound
- ▶ it's a compound word
- it's a word that means the opposite of last

and	animal	because	another
ball	big	crash	community
can	friend	eating	discover
day	have	make	everybody
fun	look	outside	first
like	night	really	question
play	said	school	recycle
see	talk	sometimes	terrible
the	thing	truck	usually
up	your	writing	weather

Easily differentiated to be responsive to your students' varied abilities & needs. Can be adapted to use with vocabulary words from across the curriculum, and extended to a literacy centre/station - Portable Personalized Word Wall Folders.

Balanced Literacy Diet - Word Wall I Spy




#### In the Classroom

# Some low-prep/high-impact practices that can support your students' learning:



- \* Make up your own class movements for blending and segmenting sounds in words. You can make it like a special class code that you decide upon together. Phonemic Awareness during Interactive Writing
- \* Have the students use handheld mirrors to watch their mouths when they say stop sounds and continuous sounds.
- \* In your morning meeting, use names to clap syllables, isolate beginning and ending sounds of phonemes, and blend and segment sounds.

Active Reading Classrooms - Kelly



#### In the Classroom

# Some low-prep/high-impact practices that can support your students' learning:



- \* During interactive writing, have students help you when segmenting sounds in words.
- \* "Guess My Special Word": segment a word and have students blend it together and say it out loud.
- \* As students are eating a recess snack, walk around and segment snack food words for students to blend together (e.g., pizza, cookies, milk, carrots, raisins, etc.).

Active Reading Classrooms - Kelly



# The Building Blocks of Literacy Learning

# The goal is for students to...



- be enthusiastic explorers of words:
  - \* puzzle out letter-sound relationships
  - \* see patterns
  - \* take words apart
  - \* investigate meanings
- · connect to words in an active way
- · expand their reading and writing powers

Students learn HOW TO LEARN aspects of words, and develop efficient and powerful word—solving strategies

Adapted from The Fountas & Pinnell Phonics, Spelling, and Word Study System - Fountas & Pinnell




#### Sources

#### Books & Presentations

A Fresh Look at Phonics, Grade K-2 - Blevins

Phonics From A-Z - Blevins

The Daily Five - Boushey & Moser

Shifting the Balance - Burkins & Yates

Units of Study - Calkins, The Reading and Writing Project

Executive Skills & Reading Comprehension: Cartwright

Literacy Lessons Part Two - Clay

When Readers Struggle: Teaching that Works — Fountas and Pinnell

The Fountas & Pinnell Phonics, Spelling, and Word Study System - Fountas & Pinnell

Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom — Fountas & Pinnell

Mindsets and Moves - Goldberg

Heggerty Phonemic Awareness Curriculum

From Confusion to Clarity: Defining Sight Words, High Frequency Words, Red Words, and Heart Words - Heggerty Workshop

Active Reading Classrooms - Kelly

Launching the Writing Workshop — Leograndis

Lesley University Institute: Word Study: Teaching Phonics, Vocabulary, and Spelling in Grades K-3

Interactive Writing — McCarrier, Pinnell & Fountas



#### Sources

#### **Videos**

**Pangolins** 

<u>TikTok - Orthographic Mapping</u>

Balanced Literacy Diet - Park Those Sounds!

Balanced Literacy Diet - Word Wall I Spy

POPEY - Word Ladders

#### Digital Resources

BC Ministry of Education - ELA Curriculum

BC Ministry of Education — Learning Pathways

Exploring Wordless Picture Books - Reading Rockets

Something To Talk About, Stenhouse podcast

University of Oregon Center on Teaching and Learning: Phonemic Awareness