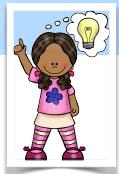


Kindergarten to Grade 3 - ELA Big Ideas



- ✓ 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 (Grade 2 / 3)
- ✓ Stories and other texts can be **shared** through pictures & words
 - Stories can be understood from different perspectives (Gr 3)
- ✓ **Everyone** has a unique story to share
- ✓ Through **listening** and **speaking**, we **connect** with others and **share** our world
- ✓ **Playing with language** helps us discover how language works
 - Using language in creative and playful ways helps us understand how language works (Gr 3)
- ✓ **Curiosity** and **wonder** lead us to **new discoveries** about ourselves and the world around us

BC Ministry of Education – ELA Curriculum

POPEY 

Elements of a Comprehensive Literacy Block

Whole class instruction – what's our purpose?

- ✓ intentional and thoughtful **conversation** to support language development
- ✓ **direct instruction** – mini-lessons to model what good word solvers, readers, and writers **think and do** – students observe the reading/writing process
- ✓ building **community**, connection, trust, safety, belonging
- ✓ building students' **identities** as readers and writers
- ✓ connecting students to the **joy of stories** and texts through **interactive read alouds**
- ✓ making the **connections** between thinking, talking, reading, and writing **explicit** and **meaningful**
- ✓ equip students with an **expanding toolkit of word solving strategies** they can use independently in their reading and writing experiences

Full teacher support: I do, you watch

POPEY 

Elements of a Comprehensive Literacy Block

Small group work – what's our purpose?

- ✓ teacher acting as **coach** or **guide** for students as they **practice** new literacy skills
- ✓ teacher can have **quick** and **informal** reading and writing **conferences** with students within the group
- ✓ **socially supported** activities, as students **practice** their literacy skills with a small group of peers
- ✓ students **participate** in **group** reading and writing **problem solving** and **conversations**
- ✓ students participate in **enjoyable literacy experiences** and **build their confidence** interacting with texts
- ✓ students **develop the strategies** needed to be **successful** readers and writers

Some teacher support: We do together

POPEY 

Elements of a Comprehensive Literacy Block

Independent reading, writing, word solving
– what's our purpose?

- ✓ students choose texts, topics and stories to read and write about
- ✓ read and write by themselves or with a partner
- ✓ have the time to practice the literacy skills they've been taught

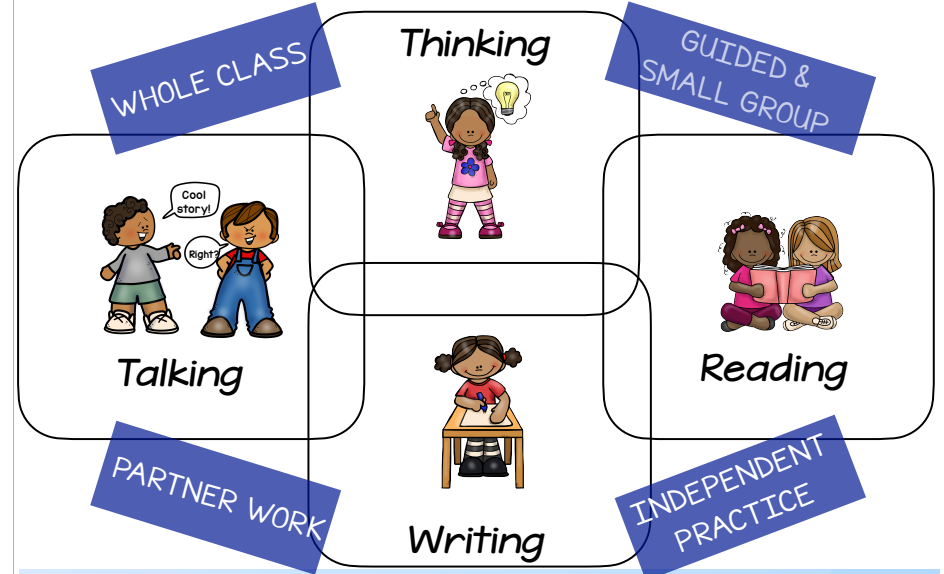
- ✓ develop fluency, comprehension, and writing skills
- ✓ use known words and word solving skills to write unknown words
- ✓ use resources in the room to help them write

- ✓ understanding the power of reading and writing to share stories and ideas with each other
- ✓ enjoy reading and writing on their own
- ✓ strengthen their identity as a reader and a writer

Minimal teacher support: You do

POPEY 

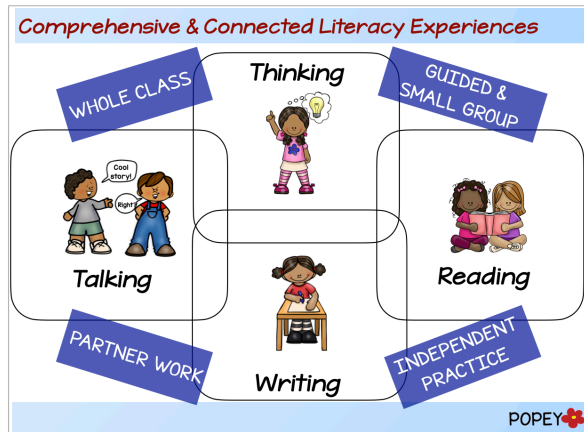
Comprehensive & Connected Literacy Experiences



POPEY 

Reflect & Share

What's a strength area and a stretch area for you?



POPEY 

The Morning Meeting



- * helps children feel **welcome**
- * sets the **tone** for the day
- * creates a climate of **trust**
- * increases student **confidence** and **investment** in learning
- * provides a meaningful **context** for **teaching & practicing** academic skills
- * encourages **cooperation, inclusion**
- * improves children's **communication** skills
- * room for great **variation** from day to day, within a very **predictable format**

The Morning Meeting Format

- * **Greeting** – children greet each other (handshakes, high fives, clapping, singing, etc.)
- * **Sharing** – students share some news of interest and respond to each other (e.g. what is your Halloween costume this year?)



- * **Group Activity** – whole class does a short activity together, building class cohesion through active participation (Name Game, Word Sort, I Spy...)



- * **News & Announcements** – students develop language skills and learn about the events in the day ahead by reading/discussing a daily message posted by their teacher (doubles as reading/writing instruction)

The Morning Meeting in Action!



1. **Greeting** – we did this earlier (share where you are, what you're teaching, what muppet you feel like)
2. **Sharing** – favourite memory (or souvenir) from your summer break

To: Everyone ▾

Road trip with my Friends

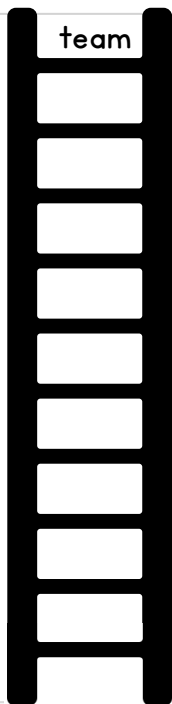
3. **Group Activity** – questions & comments on others' sharing
4. **News & Announcements** – what we'll be doing together in this workshop

- *interconnected language, reading, and writing experiences*
- *mini-lessons within a workshop format that provides scaffolded supports for small group work and independent practice*

Word Ladders

Tim Rosinski's Word Ladders

- * Rearrange letters – food that comes from animals
- * Rearrange letters – not wild
- * Change 1 letter – to get possession of something or to grab
- * Change 1 letter – a story
- * Change 1 letter – not short
- * Change 1 letter – a fee paid for a service, e.g. a bridge crossing
- * Minus 2 letters, add 1 letter – a weight, 2,000 pounds
- * Add 1 letter – to have divided something by pulling it apart
- * Change 1 letter – to have caused something to deteriorate
- * Change 1 letter – what teams must do together



Comprehensive Literacy

➡ and, and, and...

Decodable texts	vs.	Authentic literature
Research	vs.	Classroom Practice
The art of teaching	vs.	The science of reading
Individual student needs	vs.	Whole class efficiency
Direct instruction	vs.	Discovery learning
Practice in isolation	vs.	Practice in context
Mastery of skills	vs.	Joy of reading
Structure	vs.	Choice
Urgency	vs.	Joy

TheSixShifts.com & Shifting the Balance – Burkins & Yates

POPEY



Phonological Awareness

–refers to the ability to recognize and manipulate the spoken parts of sentences and words, and involves a continuum of skills that develop over time and are crucial for reading & spelling success:

- * rhyme, alliteration, syllables, blending/segmenting, and...
- * the most sophisticated – and last to develop – is phonemic awareness

Phonemic Awareness

–refers to oral language and is the understanding that spoken words are made up of individual sounds called phonemes



Phonics

–refers to print, and is the knowledge of letter/sound relationships and the ability to apply that knowledge to encoding (writing) and decoding (reading)



Whole Class Instruction

One minute direct instruction lesson

Onset Fluency

T says word, Students say word, then isolate the onset

T: funny S: funny /f/

Onset fluency

Examples:

baker /b/
puppy /p/
dinner /d/
gentle /j/
happy /h/

Role of the Educator

- ▶ educator says a word

Role of the Students

- ▶ Students repeat the word and isolate the onset (first sound)

Whole Class Instruction

One minute direct instruction lesson

Blending Phonemes

T says the phonemes for each word, Students blend the sounds & say whole word

T: b-l-a-k
Ss: b-l-a-k ... black

Blending Phonemes

Examples:

r-e-d
p-u-t
b-a-l
f-l-a-g
s-w-i-m
g-l-a-s

Role of the Educator

- ▶ educator says the phonemes for each word

Role of the Students

- ▶ Students blend the sounds to say the whole word

Whole Class Instruction

One minute direct instruction lesson

Segmenting Phonemes

T says the word, Students say word, then segment it

T: flip
Ss: flip f-l-i-p

Segmenting Phonemes

Examples:

hop
run
map
play
slug
grab

Role of the Educator

- ▶ educator says the word

Role of the Students

- ▶ Students repeat the word and segment it into phonemes

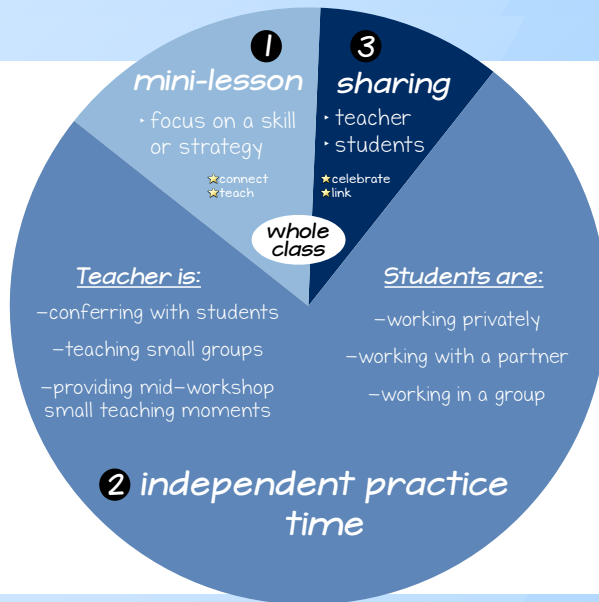
Blank writing area with horizontal lines.

Workshop Flow

Mini-Lesson:
<10 minutes

Students Working:
30 – 45 minutes

Sharing:
5 minutes



Adapted from: *Units of Study* – Colkins & *Mindsets and Moves* – Goldberg & *The Daily Five* – Boushey & Moser



Mini-Lesson & Read Aloud - Connecting & Noticing

Mini-Lesson Structure

I do



WE do



YOU do



* mini, not maxi (five minutes)

* strategy-focused

* model, model, model

* direct and explicit instruction

* guided practice in a safe, supportive setting

* transfer to independence

Write from the Start: *Writing Workshop in K-3* – POPEY Presentation by Lori Jamison



Connecting Stories to Our Environment

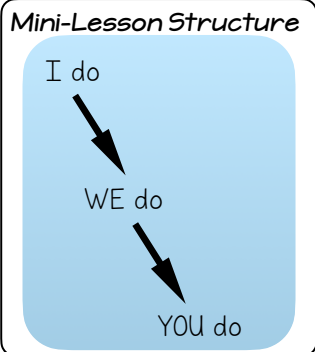


Consider the 10 beautiful things Lily and her Gram found on their journey...

- * Take FIVE minutes of your 10 minute break time to go on a 'search and record' walk around your environment, and write down as many beautiful things as you can find
- * Record them on a notepad (or you can take photos)
- * Come on back to your computer by the time the song ends



Mini-Lesson & Read Aloud - Learning New Vocabulary

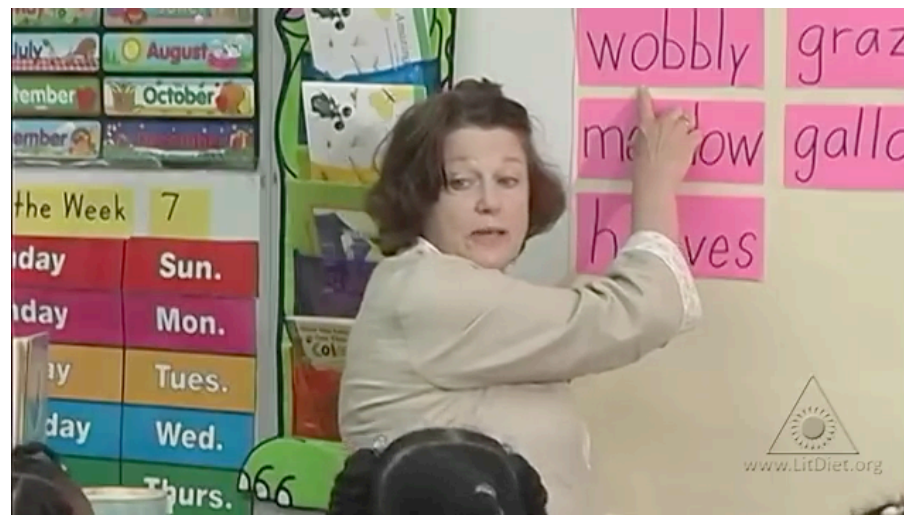


- * mini, not maxi (five minutes)
- * strategy-focused
- * model, model, model
- * direct and explicit instruction
- * guided practice in a safe, supportive setting
- * transfer to independence

Write from the Start: Writing Workshop in K-3 - POPEY Presentation by Lori Jamison

POPEY

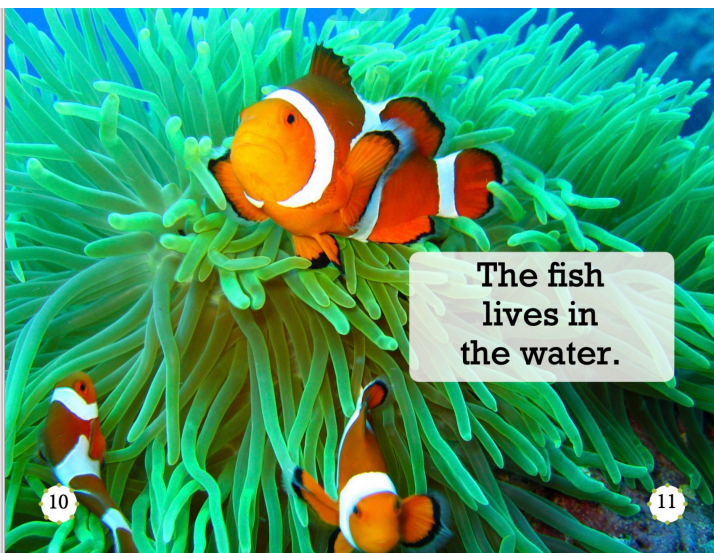
Interactive Read Alouds to Support Language & Vocabulary



Balanced Lit Diet - YouTube: Dramatic Vocabulary - Introducing Action Words

POPEY

Independent reading vs teacher read-alouds



Epic Books - I See Animals: Fish

POPEY

Targeted focus and discussion on new vocabulary

dam

a structure that blocks the flow of water

plankton

tiny plants and animals floating in the water

estuary

a body of water where the ocean meets the river

rapids

part of a river where the water flows very quickly

invertebrates

animals without backbones

scales

thin, overlapping plates that cover a salmon's body

Adapted from: [Balanced Lit Diet – YouTube: Dramatic Vocabulary – Introducing Action Words](#)



Building our vocabulary

dam

plankton

estuary

rapids

invertebrates

scales

SMALL GROUP – Talking/Reading/Writing/Thinking Connection..

- Which three words are you most interested in drawing a picture and/or writing a definition of, and why?
- Tell your group/partner why you chose those words and what they mean.
- Work alongside someone as you write/draw.

Adapted from: [Balanced Lit Diet – YouTube: Dramatic Vocabulary – Introducing Action Words](#)



Phoneme Trees: Reviewing Letter-Sound Correspondence



Balanced Lit Diet – YouTube: [Reviewing Letter-Sound Correspondence](#)



A Phonics Lesson

★Blending ★Dictation ★Word Awareness Activities

The same letter/sound focus through each lesson part...



REVIEW IT
 → Review High Frequency Words
 → Name letters and sounds

HEAR IT
 → Phonemic Awareness

TEACH IT
 → Name new skill/sound

DECODE IT
 → Decode words with target sound

SPELL IT
 → Spell words with target sound

READ IT
 → Read word lists, sentences or decodable books

*These last two steps should be approximately 50% of your lesson time. Blevins states "students progress at a much faster rate in phonics when the bulk of instructional time is spent on applying the skill to authentic reading and writing experiences" (2017).

Adapted from – Letter Lessons & First Words: Mesmer



Word Chains

Sample teacher language for Word Work

Teacher Language

Skill

(Begin with mat.) Change **mat** to **sat**. encoding

Change the **S** to an **F**.
Now tell me what word you have? decoding

Change **fat** to **fit**. encoding

Change the **F** to an **S**. What word is that? decoding

What letter do you need to change **sit** to **lit**? encoding

Now add an **S** to the beginning of **lit**.
What word do you get? decoding

UFLI Foundations Manual



Name and word sorts

Using these names, how could you sort or group them together?

–syllables, beginning sounds, ending sounds/letters, short/long vowels, vowel teams, etc.

Amanda

Kathleen

Pauline

Carrie

Lily

Bonnie

Sarah

Priyanka

Laura

Manpreet

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



"If children are not spending a **significant** portion of their day **engaged in (reading and writing) texts** that allow them to **practice the strategies we are modelling**, then we cannot possibly expect them to take on these strategies and use them **independently**."

–from *Catching Readers Before They Fall*



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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
- The First Six Weeks of School – Denton & Kriete
- Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom – Fountas & Pinnell
- Mindsets and Moves – Goldberg
- Heggerty Phonemic Awareness Curriculum
- Phonemic Awareness: The skills that they need to help them succeed! – Heggerty
- From Confusion to Clarity: Defining Sight Words, High Frequency Words, Red Words, and Heart Words – Heggerty Workshop
- Write from the Start: Writing Workshop in K–3 – POPEY Presentation by Lori Jamison
- Launching the Writing Workshop – Legrandis
- Letter Lessons & First Words – Mesmer
- Trusting Readers – Scoggin & Schneewind
- UFLI Foundations Manual

Sources

Videos

- [Balanced Literacy Diet – Word Wall I Spy](#)
- [Balanced Literacy Diet – YouTube: Dramatic Vocabulary – Introducing Action Words](#)
- [Balanced Literacy Diet – YouTube: Reviewing Letter–Sound Correspondence](#)
- [POPEY – Word Ladders](#)

Digital Resources

- [BC Ministry of Education – ELA Curriculum](#)
- [BC Early Learning Framework](#)
- [The Six Shifts – Burkins & Yates](#)
- [Reading Rockets: What is the Alphabetic Principle?](#)
- [Reading Rockets – Phonological and Phonemic Awareness: Introduction](#)
- [Epic Books – I See Animals: Fish](#)
- [Epic Books – The Upstream Journey of Salmon](#)
- [Tim Rosinski's Word Ladders](#)