

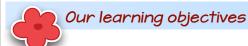
A Comprehensive Framework for High Impact Reading & Writing Instruction

Friday, October 20th

9:00am - II:00am

Presenters: Lisa Thomas Calico Clark





In this workshop, we will simulate a dynamic and interactive primary literacy block that includes:

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



Warm Up! Word Wall I Spy

(words from a Grade 1 word list)

- the word starts with 'm'
- the word has 3 letters
- → the word has 2 syllables
- → the word has a long 'e' sound
- ▶ it's something you ride in
- it's a word that means the opposite of **night**

after	day	jump	rain
and	did	kick	ride
animal	down	like	said
are	for	little	school
be	friend	look	she
best	from	made	sister
because	get	new	teacher
big	give	night	that
boy	good	off	them
brother	had	out	there
can	here	people	very
car	house	play	what
children	how	quit	you

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



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



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



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



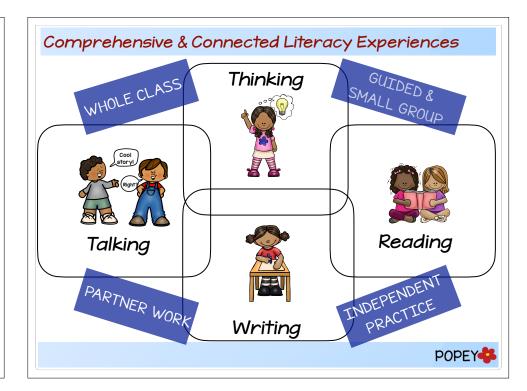
Elements of a Comprehensive Literacy Block

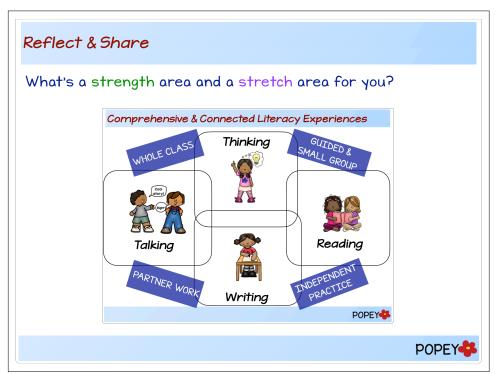
Independent reading, writing, word solving

- 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
- \checkmark 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







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 First Six Weeks of School - Denton & Kriete

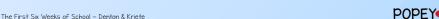


The Morning Meeting Format

- * 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!

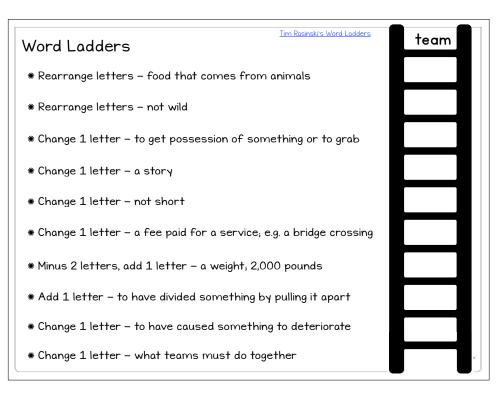


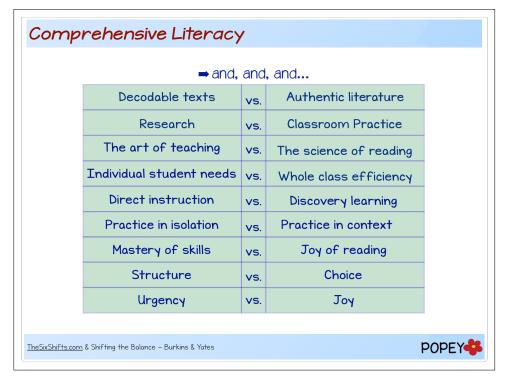
- 1. Greeting we did this earlier (share where you are, what you're teaching, what muppet you feel like)
- 2. Sharing favourite memory (or souvenir) from your summer break



- 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







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)





Readiness Skills

The two best predictors of early reading success are phonemic awareness and a student's understanding of the alphabetic principle.

Phonemic Awareness

Students' ability to hear and manipulate the smallest units of sound in a word — phonemes

Alphabetic Principle

The understanding that there are systematic and predictable relationships between written letters and spoken sounds.

Reading Rockets: What is the Alphabetic Principle?





A scope and sequence for phonemic awareness ...the understanding that spoken words are made up of individual sounds Isolation Segmenting Addition Deletion Substitution Phonemic Awareness: The skills that they need to help them succeed! – Heggerty

Whole Class Instruction

One minute direct instruction lesson

Rhyme Recognition & Repetition

<u>Rhyme Repetition</u>

T says word pair, Students repeat:

hop/mop ran/fan wet/jet mad/dad

Examples:

go/no
yes/me
sad/mad
out/pig
run/fun
in/lap
rip/bag

Role of the Educator

• educator says the word pairs

Role of the Students

 Students repeat the word pairs and show thumbs up if the words rhyme, thumbs down if the words don't rhyme.

 $\label{prop:condition} \textit{From} - \textit{Phonemic Awareness: The skills that they need to help them succeed!} - \textit{Heggerty}$



Whole Class Instruction

One minute direct instruction lesson

Onset fluency

Examples:

baker /b/ puppy/p/ dinner /d/

gentle /j/ happy /h/

Onset Fluency

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

T: funny S: funny /f/

Role of the Educator

educator says a word

Role of the Students

· Students repeat the word and isolate the onset (first sound)

From - Phonemic Awareness: The skills that they need to help them succeed! - Heggerty



Whole Class Instruction

One minute direct instruction lesson

Blending Phonemes

Examples:

r-e-d p-u-tb-a-1 $f-1-\alpha-g$ s-w-i-m

g-1-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

From - Phonemic Awareness: The skills that they need to help them succeed! - Heggerty



Blending Phonemes

T says the phonemes

for each word, Students

blend the sounds & say

whole word

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

Whole Class Instruction

One minute direct instruction lesson

Segmenting Phonemes

Examples:

hop run map

play

slug grab

. Segmenting Phonemes

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

T: flip

Ss: flip f-l-i-p

Role of the Students

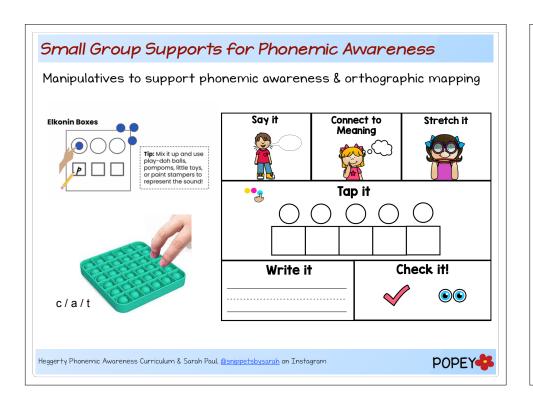
• educator says the word

Role of the Educator

· Students repeat the word and segment it into phonemes

From - Phonemic Awareness: The skills that they need to help them succeed! - Heggerty





Connecting Our Literacy Learning to the Land



People build connection and reconnection to land, culture, community, and place

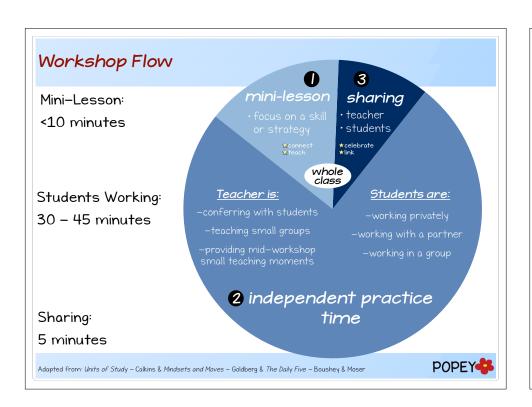
Children develop a sense of place when they connect with their local communities and outdoor environment. Early learning is "of a place" when children and educators engage with local histories with respectful curiosity and a desire to contribute and share. Indigenous peoples have been the knowledge keepers of these places for hundreds of generations.

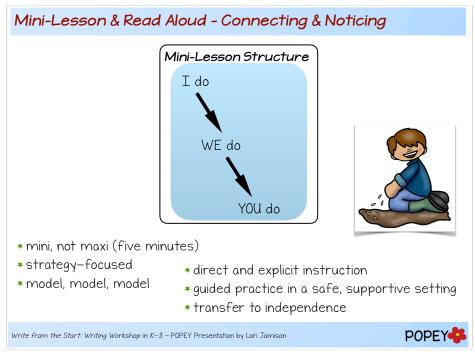
Indigenous languages are some of the voices of these places.

BC Early Learning Framework



Read Aloud - Ten Beautiful Things Beautiful Things Molly Beth Griffin Illustrated by Marinel Lechuga Start thinking about all the beautiful things around you... POPEY





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

POPEY 4	
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Connecting Stories to Our Own Lives



Consider the 10 beautiful things you found on your brief journey...

Sharing

-Choose **one** of your beautiful things to describe, and share a brief description in the chat box

Connecting

Trusting Readers - Scoggin & Schneewind

- -Read through what everyone is sharing in the chat box
- -Select a beautiful thing that resonates with you, and
- -Type in a connection or gratitude for someone else's share:
 - -e.g. "Rachel, that maple tree changing colour sounds beautiful. My grandparents had a giant red maple in their front yard."

Adapted SMALL GROUP - Thinking/Talking/Writing about Reading



POPEY

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.

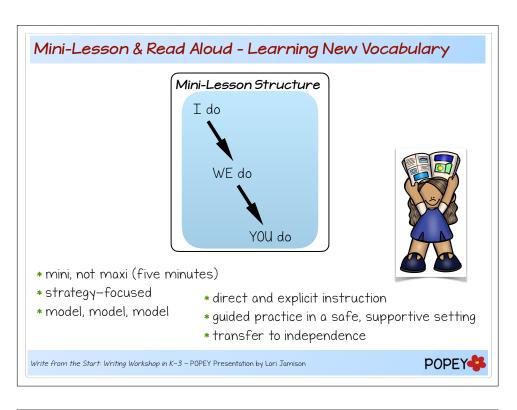
Executive Skills & Reading Comprehension: Cartwright

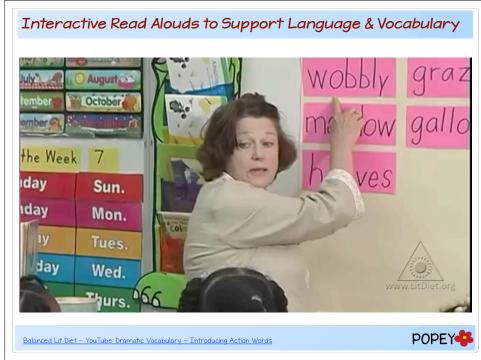


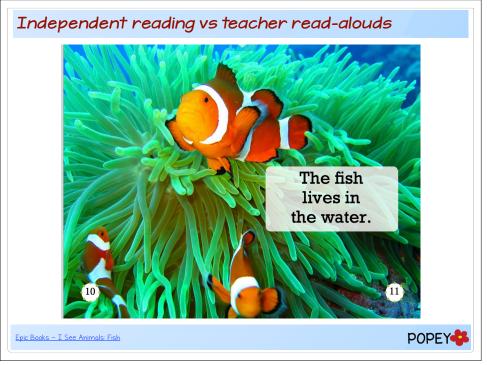
Principles of impactful independent reading

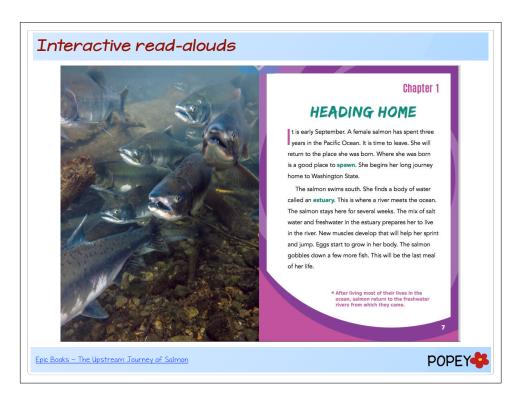
Principle	Why?	How?
Time Volume of reading is key in growth		 prioritize independent reading by putting it into your plans first celebrate where students already are in their stamina
Choice	Students are more motivated to read when they get to choose what they read	- conduct class discussions about considerations when choosing books - advertise books and have students advertise books
Talk leads to improved comprehension and builds community		- include partner time in independent reading - conduct inquiries into purposeful talk
Teacher Support	Feedback is one of the most impactful tools we have for raising student achievement	- design a schedule that includes conferring and small group work - take notes and be prepared to teach

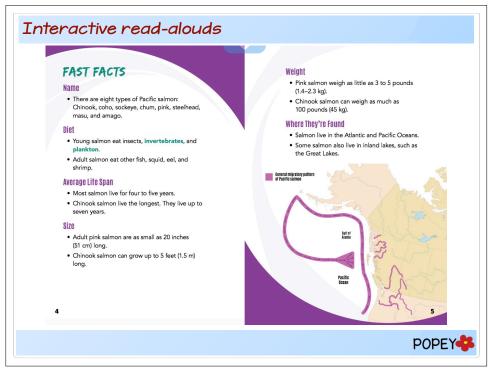
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Interactive read-alouds **GLOSSARY** CUITENT (KUR-UNIT): Current is the movement of water in rivers, streams, and oceans, Salmon swim against the current to find a spot to lay their eggs. dam (DAM): A dam is a structure that blocks the flow of water. Salmon must get past a dam to continue up the river. estuary [ES-choo-er-ee]: An estuary is a body of water where ✓ Read-aloud texts the ocean meets the river. The salmon stay in the estuary before swimming upstream. choose texts that will stretch fertilize (FUR-tuh-lize): To fertilize is to make an egg ready to listening comprehension by hatch. Male salmon fertilize the female salmon's eggs. invertebrates (in-VUR-tuh-brits): Invertebrates are animals providing exposure to rich ideas, without backbones. Salmon eat small invertebrates. wide vocabulary, background MUCUS (MY00-CUSS): Mucus is a thick liquid that protects parts of the body. Mucus covers a salmon's scales. knowledge, and novel language plankton (PLANGK-tuhn): Plankton are tiny plants and animals structures floating in the water. Young salmon eat plankton. [apids [RAP-idz]: Rapids are part of a river where the water flows very quickly. Salmon must be strong to swim through the rapids. SCAIRS (SKAYLZ): Scales are thin, overlapping plates that cover a salmon's body. Scales protect the salmon from harm. SPAWN (SPAWN): To spawn is to produce young, usually in large numbers. Salmon swim up the river to spawn. POPEY

Targeted focus and discussion on new vocabulary

dam

a structure that blocks the flow of water

estuary

a body of water where the ocean meets the river

invertebrates

animals without backbones

plankton

tiny plants and animals floating in the water

rapids

part of a river where the water flows very quickly

scales

thin, overlapping plates that cover a salmon's body

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

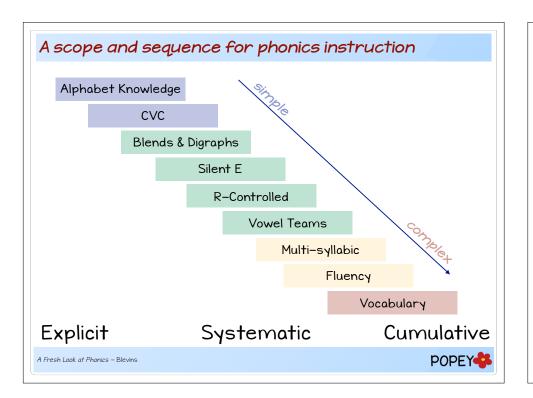


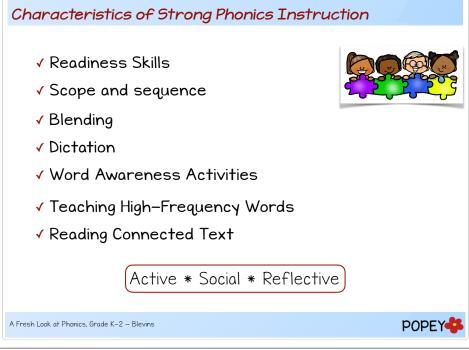
dam plankton estuary rapids invertebrates scales SMALL GROUP - Talking/Reading/Writing/Thinking Connection... - Which three words are you most interested in drawing a picture and/or writing a definition of, and why? - Tell your group/partner why you chose those words and what they mean. - Work alongside someone as you write/draw.

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

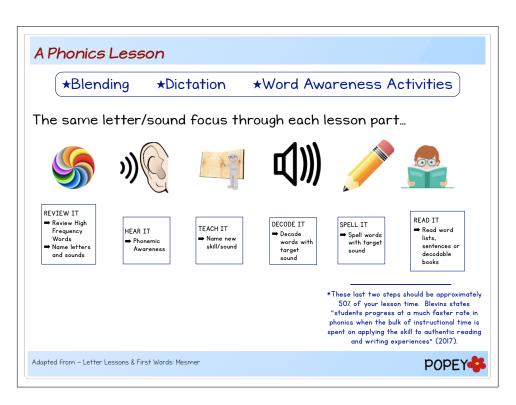
POPEY

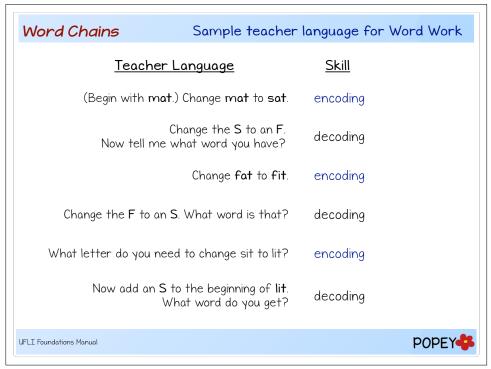


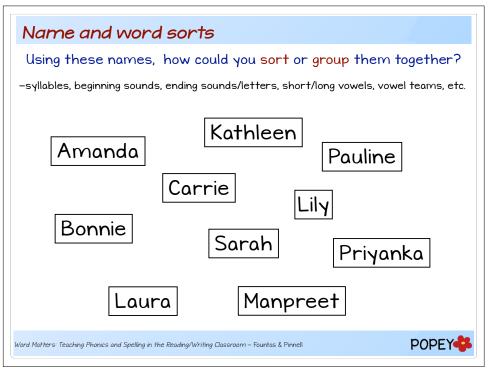




High-leverage instructional routines for phonics instruction Explicitly and systematically teach the secrets of how to crack the written code. Let's play with sounds — daily Let's study something new — 1—3 times per week Let's blend some words — daily Let's build some words — 2—3 times per week Let's write some words — 2—3 times per week Let's study some spellings — 2—3 times per week Let's read! — daily Let's review something that was a little tricky — as needed Including both systematic phonics and meaningful interactions with texts leads to the most powerful outcomes for beginning readers. Shifting the Balance Burkins & Yates







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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

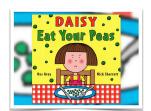
You and your students **first** enjoy and respond to literature **as readers** and then later come back to the familiar text **as writers** in Writing Workshop mini-lessons.

Launching the Writing Workshop - Leograndis



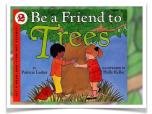
Mentor Texts to Launch Persuasive Writing Activities









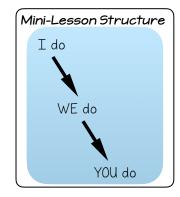






Mini-lesson & read aloud - Persuasive Writing



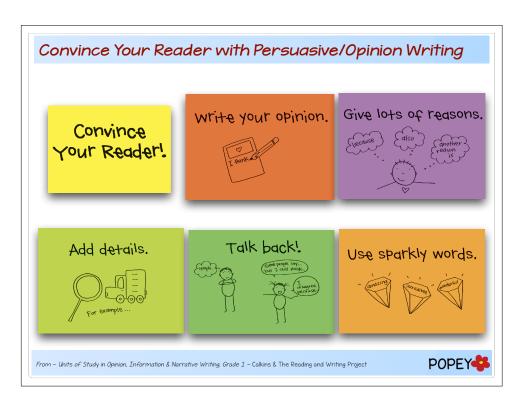




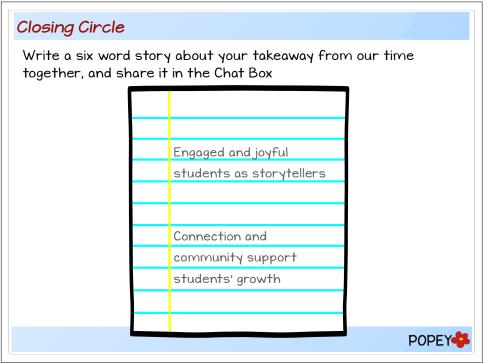
- * mini, not maxi (five minutes)
- * strategy-focused
- * model, model, model
- * direct and explicit instruction
- * guided practice in a safe, supportive setting
- * transfer to independence

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









"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











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 - Leograndis

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

<u>Balanced Literacy Diet - YouTube: Reviewing Letter-Sound Correspondence</u>

Digital Resources

<u>POPEY - Word Ladders</u>

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

<u>Epic Books — The Upstream Journey of Salmon</u>

Tim Rasinski's Word Ladders

