

A Comprehensive Framework for High Impact Reading & Writing Instruction

November 1st

8:30am - 2:30pm

Presenters: Lisa Thomas Jen Kelly



Shape of the Day

- 8:30-10:15am
 - ✓ How we learn // K 3 ELA Big Ideas
 - ✓ Whole class, small group, independent practice time for literacy skill building
- ✓ Elements of comprehensive literacy
- ✓ Phonological awareness overview // scope & sequence for phonemic awareness
- ✓ Readers Workshop, mini-lesson, and a read aloud activity
- 10:30-12:00pm
 - √ Jigsaw Activity Article "Phonics Faux Pas"
 - → Phonics scope & sequence, games, activities, routines for word solving
 - ✓ Interactive read aloud to support student engagement and vocabulary building
 - Phonics scope and sequence, lesson flow for mastery of phonics principles
- 12:45-2:30pm
 - √ Writers' Workshop —considering purpose, genre, choice, and mentor texts
 - ✓ Reflections, Connections, and Goal Setting Collaboration & Planning





Our learning objectives

In this workshop, we will explore:

- interconnected language, reading, and writing experiences
- demonstration/mini-lessons within a workshop format that provides scaffolded supports for small group work and independent practice
- evidence—based evidence—based instructional practices, strategies, and routines to support young writers in building their writing identity, confidence, and skillset
- developing writing for authentic purposes and audiences within classroom communities



How did you learn to...







ride a bike?

swim?

drive a car?

Please choose ONE activity and take a minute to reflect individually - take some notes on how you learned to do it.

Please share your thoughts with your table group or neighbours...

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



How do 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

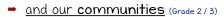
With this in mind, how can we create the learning experiences our students need to build their foundational literacy skills?

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



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

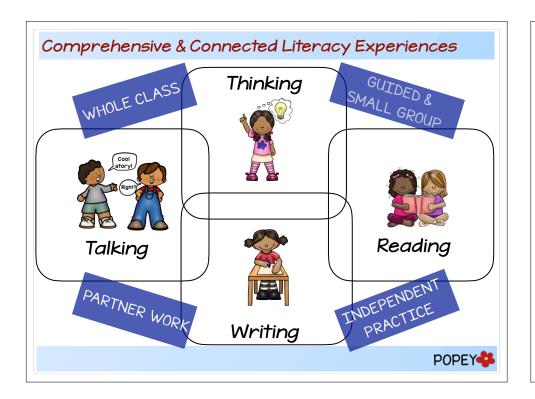


- ✓ Stories and other texts can be shared through pictures & words
 - → <u>Stories can be understood from different perspectives</u> (Gr 3)
- √ Everyone has a unique story to share

BC Ministry of Education - ELA Curriculum

- ✓ 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

POPEY



Rethinking how reading comprehension begins

By listening comprehension, we are not referring to how well children follow directions or to how well they can sit for us to offer long explanations. We are referring, instead, to their capacity to understand spoken language. This capacity develops through conversation, through hearing and sharing personal stories, and through interactions with rich texts.

Listening comprehension

— which is <u>built through language interaction</u>—

is, after all, an essential <u>precondition of reading comprehension</u>.

Shifting the Balance: Burkins & Yates



Supporting a Classroom of Talkers AND Listeners

Our students need...

- * a sense of safety, joy and belonging in the classroom
- * a classroom culture of appreciation and respect
- * time to talk (built into their daily schedule)
- * a balance of partner talk, small group talk, whole class talk
- * demonstrations of and practice with:
 - <u>compliments</u> what they're noticing others do
 - asking <u>questions</u> and listening to answers
 - sharing their <u>opinions</u>, with reasons/evidence
 - oral rehearsal for what they're writing

Question: Am I structuring and leading intentional conversations?

omething To Talk About, Stenhouse podcast



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

The Six Shifts.com & Shifting the Balance - Burkins & Yates



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)

Reading Rockets — Phonological and Phonemic Awareness: Introduction &

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



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?

Scope and Sequence of Phonemic Awareness

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

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

√ Sound and word discrimination:

What word doesn't belong with the others? cat, mat, bat, ran

✓ Rhyming: What word rhymes with 'cat'? bat

✓ Syllable splitting: The onset of 'cat' is /k/, the rime is /at/

✓ Blending: What word is made up of the sounds /k//a//t/? cat

√ Phonemic segmentation:

What are the sounds in 'cat'? /k/ /a/ /t/

√ Phoneme deletion:

What is 'cat' without the /k/? at

√ Phoneme manipulation:

What word would you have if you changed the /t/ in 'cat' to an /n/? can

From - Phonemic Awareness: The skills that they need to help them succeed! - Heggerty University of Oregon Center on Teaching and Learning: Phonemic

Heggerty Phonemic Awareness Curriculum & Sarah Paul, @snippetsbysarah on Instagram



POPEY

One Minute - Whole Class Instruction

Rhyme Repetition

T says word pair, Students repeat:

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

Onset Fluency

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

T: funny S: funny /f

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 ... blac

Segmenting Phonemes

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

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

Examples:

go/no yes/me sad/mad run/fun rip/bag

Examples:

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

Examples:

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

Examples:

hop run map play grab

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



Small Group Supports for Phonemic Awareness					
Manipulatives to support phonemic awareness & orthographic mapping					
Tip: Mix it up and use play-doh balls, pompoms, little toys, or paint stampers to represent the sound!	Say it	Connect to Meaning	Stretch it		
		Tap it	0		
c/a/t	Write it	→	Check it!		
Ĺ	-				

A comprehensive literacy framework

Making Meaning OUT OF 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



Pause & Reflect

What we've explored so far...

- √ How we learn
- ✓ K 3 ELA Big Ideas
- √ Whole class, small group, independent practice time
- ✓ Elements of comprehensive literacy
- ✓ Building blocks of literacy phonological awareness
 - * scope & sequence for phonemic awareness
- ✓ Instructional suggestions and supports for phonemic awareness
- ✓ Scaffolded supports for making meaning in and out of texts

Jot down any connections or wonderings you have. Chat & share a thought with your tablemates



Connecting Our Literacy Learning to the Land



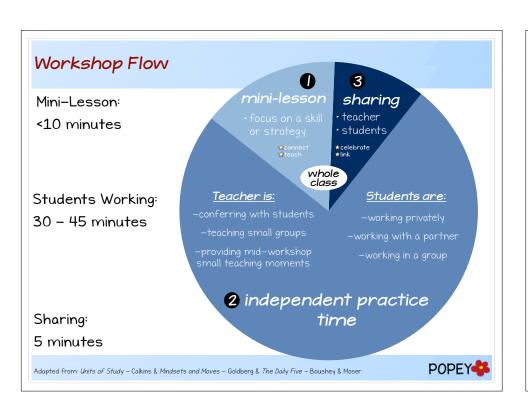
People build connection and reconnection to land, culture, community, and place

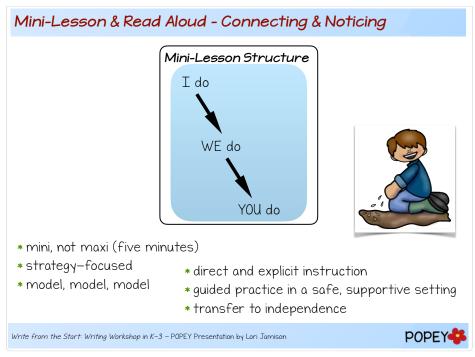
Children develop a sense of place when they connect with their local communities and outdoor environment. Early learning is "of a place" when children and educators engage with local histories with respectful curiosity and a desire to contribute and share. Indigenous peoples have been the knowledge keepers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

Indigenous languages are some of the voices of these places.

BC Early Learning Framework







Connecting Stories to Our Environment



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

- * Take FIVE minutes of our 10 minute break 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



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 with the whole group

Connecting

- -Listen to what everyone is sharing
- -Select a beautiful thing that resonates with you, and
- -Stand up, walk around, and tell that person about it:
 - -e.g. "Rachel, that maple tree changing colour sounds beautiful. My grandparents had a giant red maple in their front yard."



Phonics Faux Pas Avoiding Instructional Missteps in Teaching Letter-Sound Relationships By Nell K. Duke, Heidi Anne E. Mesmer * Read your section * Summarize orally for your group * Discuss: wonderings, connections...

Teaching the most common sound-spelling correspondences helps children understand the alphabetic principle. For some children, this is a tremendous "aha."

Reading becomes like a puzzle in which they map a sound onto a letter or letter cluster, and blend the sounds together to read words

For other children, the process requires more practice and time.

These children need additional opportunities to hear the sounds, play with sounds and letters, write letters and words, and practice reading simple words using the sound-spellings learned.

-Wiley Blevins, Ed. D
author. educational consultant. researcher



POPEY 4

eachina	Phonics	with \w/	iley Blevins

Possible Phonics Scope and Sequence Short-vowel vowel-consonant (VC) and CVC words at, sat Short-vowel words with blends and digraphs: flat, chat contrast fat and flat, hat and chat Long-vowel CVCe words: bite, hate contrast bit and bite, hat and hate Long-vowel words representing maid coat multiple spellings: contrast mad and maid stay grow cot, cat, and coat **POPEY** A Fresh Look at Phonics - Blevins

Words with r-controlled vowels, complex vowels, and diphthongs: • contrast pat and part, spill and spoil, mouth bird moth and mouth, bid and bird Simple multisyllabic words containing common prefixes and suffixes: • contrast read and reread, trust and trusted More complex multisyllabic words using common candle

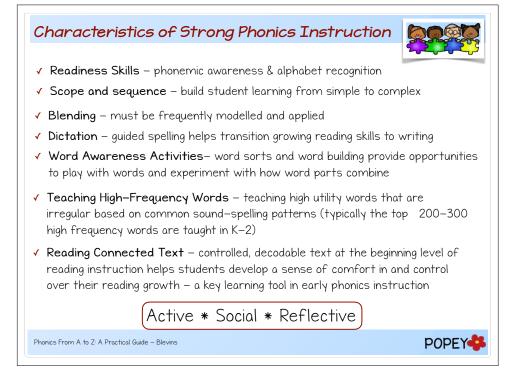
· contrast can and candle, nap and napkin

napkin

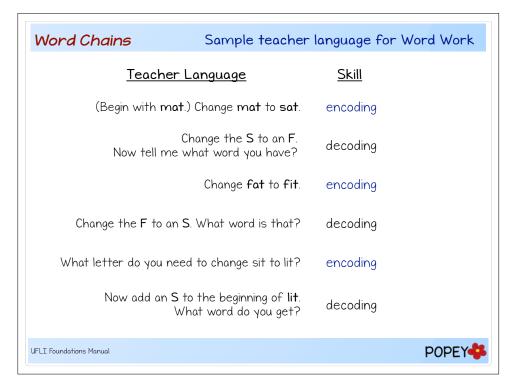
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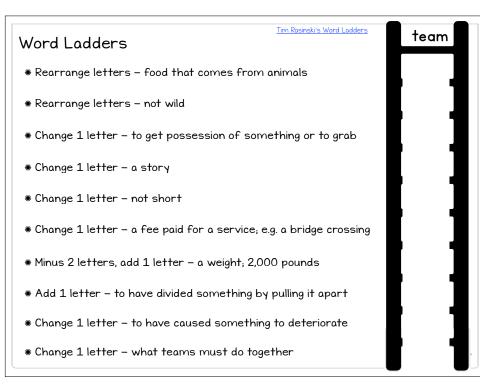
syllable types:

A Fresh Look at Phonics - Blevins









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



Skilled Comprehenders Use These Strategies

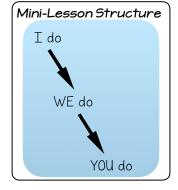
- * connecting to prior knowledge schemas
- * self-questioning ask themselves questions about the text
 - an essential component of planning to understand a text
- * predicting using prior knowledge and clues from text to make hypotheses about the text content
- * using text structure organize text information 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 comprehension.

Executive Skills & Reading Comprehension: Cartwright



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



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.

What We Know About Writing Development

Kids need:

- explicit and sequenced instruction that helps them progress along a learning continuum
- ·critical feedback that helps them know next steps
- extensive opportunities to write on topics they care about



POPEY \$

Units of Study in Opinion, Information, and Narrative Writing — Calkins, The Reading and Writing Project

What Topics Do You Care About?

Kids need extensive opportunities to write on topics they care about

Think of some of your favourite topics and the people, activities, places, things you do in your regular day—to—day life:

- * Hobbies & activities (yoga, birdwatching, baking, hiking, photography...)
- * Sports
- * Places you like to go
- * People you spend time with family and friends
- * Music, movies, books...

Can you come up with a list of 3-5 things from your life that you would be KEEN to write about?

Units of Study in Opinion, Information, and Narrative Writing - Calkins, The Reading and Writing Project



Nurturing and Supporting Young Writers

- * Writing must be a predictable, daily ROUTINE
- * Children need to see themselves as writers, each with a unique IDENTITY
- * Writing is a process of DECISION-MAKING and ACTION
- * Writers need a disposition for RISK-TAKING
- * Writers need a sense of MOMENTUM to know they are growing
- * Writers work with a sense of CRAFT guiding them, and they learn craft from MENTORS
- * Teachers must ACT AS IF children are capable, competent writers

Holding these beliefs about writing will help shape our plans, actions, and responses as we support and guide young writers.

A Teacher's Guide to Getting Started with Beginning Writers - Wood Ray & Cleaveland



Workshop Flow	3	4
mini-lesson • focus on a skill or strategy connect teach Teacher is: -conferring with students -teaching small groups -providing mid-workshop small teaching moments	sharing teacher students celebrate tink	
2 independent practice time		
Adapted from: Units of Study — Calkins & Mindsets and Moves — Goldberg & T	he Daily Five — Boushey & Moser	POPEY

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



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 personal seed story...

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

A Small Moments Cat Story

The Pix and the Mouse

One morning I let my cat named Pix outside. He was waiting at the door to be let in. I didn't notice that he had a live mouse in his mouth when he came in. I screamed and Pix dropped the mouse. The mouse ran around the house. I finally got him outside.



A Small Moments Cat Story

Pix and the Mouse

One sunny morning before I started work, I let Pix outside to get some fresh air. When he came back inside, I didn't notice that he had a squiggly, scared mouse in his mouth. I was so surprised that I screamed and that caused Pix to drop the mouse and run upstairs. The mouse started to run around the house. I grabbed the broom and dustpan. The mouse ran behind the oven and I finally had him cornered. I carefully scooped him up and put him outside.



A Small Moments Cat Story

Pix and the mouse

"Eeek," I screamed when Pix, the cat, came inside the house with a squiggly mouse in his mouth. I had let him out that morning and I guess he thought he would bring in a new 'toy' to play with in the house. I shouted, "Pix, what are you doing?" I guess I scared him with my shouting, so he dropped the mouse and scampered upstairs. I started running after the mouse, clop, clop, clop. Finally, I had him cornered behind the oven. He looked so small and scared, I felt a little sorry for him. I carefully scooped him up into a dustpan and ran outside. Whew, what an exciting way to start the day!



Zooming in on Small Moment Stories

- think about our big topic My Cats

- make your own ostory that came out of our big topic
- 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



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



Continuum of Writing Development



Pachel Filer's Classroom - Smithers BC



Honouring Approximations

Looks like:

Taking a
child's
writing and
seeing all
they CAN
do, not what
they CAN'T

Looks like:

Believing
that young
kids are
writers and
NOT doing
their writing
for them

Looks like:

Adults feeling comfortable with children's approximations so that children also feel comfortable with "not knowing" and take a risk anyway



Engaging Young Writers - Glover



Creating Purpose

Connect Writing Workshop to other familiar times in the day and their purpose.

- * Center time = explore & play
- * Recess = outside to play, run
- * Writing Workshop = make books

Some children don't believe they know how to write, and so the verb **MAKE** is more inclusive and inviting



In Your Classroom

Big Idea... Writing workshop is a time every day when you make books

- * Compare to other time of the day children already know (centers, lunch, recess)
- * Show children a picture of someone who is an author and illustrator alongside a book that person has made (Eric Carle)
- * Show children books made by other children. Read one!





In Your Classroom

Big Idea... People make books by drawing the pictures and writing the words

- * Show and talk about the tools you have available for making books
- * Show children photographs of other children making books
- * Use share time to talk about how children put words and pictures in their books

Craft and Process Studies - Glover



In Your Classroom

Big Idea... Making books is a process that happens over time

- * Ask children questions about what they plan to do next in their books
- * As a whole class or in pairs, invite children to think with each other about what else they might do in their books



* As you observe children at work, look for those who are "going back in" to their books and invite them to share

Craft and Process Studies - Glover



Choice of Genre

Increasing engagement through choice of genre.

- * Ask students, "what is your favourite topic to write about?"
- * Modelling 'think aloud,' explain your favourite topic to write about and all the different genres you can choose to write.
- a small moment story about my cat
- A poem about cats
- A labeled diagram of a cat
- A 'how to' book about taking care of cats
- An information book about cats



Craft and Process Studies - Glover

Craft and Process Writing Units

Craft Writing Teaching:

- ✓ Illustration Study
- ✓ Paragraph Decisions
- ✓ Punctuation
- ✓ Text Structures
- ✓ Author Study

Process Writing Teaching:

- ✓ Launching Writers Workshop
- ✓ Reading Like a Writer
- ✓ Using Strategies to Find Topics
- ✓ Planning
- ✓ Peer Conferences
- ✓ Revision

Craft and Process Studies - Glover



POPEY

I run out of the house

to go to the tampoline

Teaching with Mentor Texts

What is a mentor text?

A well-crafted text that you show students to help them see how they can better craft their writing and use conventions.

- * Creative people in all fields have mentors.
- * Students learn reading and writing are interconnected.
- * Mentor texts help you teach writing descriptively, instead of prescriptively.
- * Mentor texts help students teach themselves about writing.

The 'how' is the craft of writing.

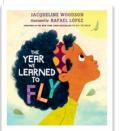
What are you doing as a writer to make your writing better?

How to Be a Better Writing Teacher workshop - Anderson & Glover

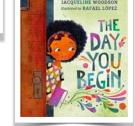


Craft Writing Unit - Author Study

Jacqueline Woodson









"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









Reflecting on Today's Learning

Resources, research & activities shared today:

- √ How we learn // K 3 ELA Big Ideas
- √ Whole class, small group, independent practice time
- ✓ Elements of comprehensive literacy
- ✓ Phonological awareness overview // scope & sequence for phonemic awareness
- ✓ Reading Workshop connecting stories to the land, mentor text and mini lesson
- ✓ Interactive read aloud to support student engagement and vocabulary building
- ✓ Phonics scope and sequence, lesson flow for mastery of phonics principles
- ✓ Writers' Workshop -considering purpose, genre, choice, and the writer's craft



Connections & Next Steps

Reflect on the activities & resources shared today:

- * What is jumping out at you?
- * Find a colleague in the room that will be your accountability partner and discuss the following question:

What is ONE thing you're most likely to try in your classroom or role before our next workshop together?

Write it on a post—it as your Exit Ticket











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

Balanced Literacy Diet - YouTube: Reviewing Letter-Sound Correspondence

Digital Resources

YouTube: Three Year Old Telling a Story

BC Ministry of Education - ELA Curriculum

POPEY - Word Ladders

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



