

POPEY4



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...

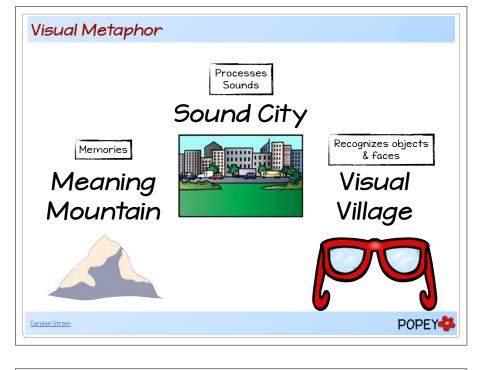
With this in mind, how can we create the learning experiences our students need to build their foundational literacy skills?

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



Learning is:

- * social
- * constructive
- * experiential
- * inquiry-based



Comprehensive Literacy ⇒ and, and, and... Decodable texts Authentic literature Research Classroom Practice VS. The art of teaching The science of reading VS. Individual student needs VS. Whole class efficiency Direct instruction Discovery learning VS. Practice in isolation Practice in context VS. Mastery of skills Joy of reading VS. Structure Choice VS. Urgency Joy VS. **POPEY** The Six Shifts.com & Shifting the Balance - Burkins & Yates

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



Possible Literacy Block Schedule

90 minute Literacy Block



- √ 9:00 Morning Meeting (message, play with names, giant flashcards, word ladder, orthographic mapping)
- √ 9:20 Read Aloud with discussion activity
- √ 9:45 Mini lesson (vocabulary)
- √ 10:00 Workshop (independent reading, conferring, small group work)
- ✓ 10:30 Recess

Sprinkle literacy activities throughout the day



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



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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
- ✓ 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
- \checkmark strengthen their identity as a reader and a writer

Minimal teacher support: You do



Comprehensive & Connected Literacy Experiences				
Talking PARTNER WORK	Thinking Writing	GUIDED & SMALL GROUP Reading TNDEPENDENT PRACTICE PRACTICE		
		POPEY 🌼		

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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 First Six Weeks of School - Denton & Kriete



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

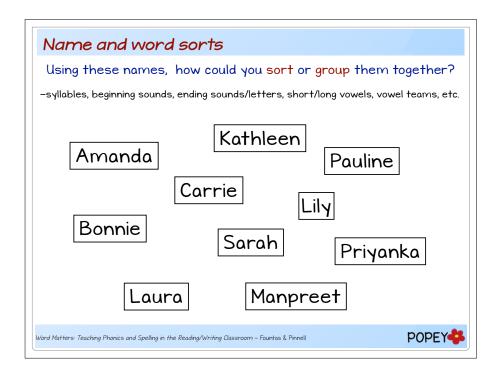
• it's a word that means the opposite of **night**

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

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







Morning Message
Gd m_rn_ng cl_ss! We are go_ng t_ rd the bk, Ten Beautiful Things. Th_n, we w_ll g_ outs_de and find s_me beautiful things. Fr_m, Mrs. Kelly
POPEY POPEY

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



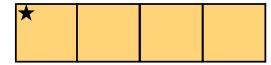
When Readers Struggle: Teaching that Works - Fountas and Pinnell



High Frequency Words Prioritize which high frequency words you explicitly teach... Low High Frequency Frequency Frequency Quake went Irregular choir was Shifting the Balance - Burkins & Yates

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

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



The Big Five: Phonics-Orthographic Mapping - Wooldridge



High Frequency Power Words

109 words comprise 50% of the words found in children's texts

*the	*for	from	were	do	some
*of	*was	I	when	will	so
*and	on	have	we	each	these
*a	are	or	there	about	would
*to	as	by	can	how	other
*in	with	one	an	up	into
*is	his	had	your	out	has
*you	they	not	which	them	more
*that	at	but	their	then	her
*it	be	what	said	she	two
*he	this	all	if	many	like

* Words 1-13 make up 25% of the words in children's texts

Shifting the Balance - Burkins & Yates



High Frequency Power Words

109 words comprise 50% of the words found in children's texts

him	its	only	after	back
see	who	way	words	much
time	now	find	called	before
could	people	use	just	go
no	my	may	where	good
make	made	water	most	new
than	over	long	know	write
first	did	little	get	
been	down	very	through	

Shifting the Balance - Burkins & Yates



More Advanced Language Comprehension

Common Prefixes and Suffixes we can explicitly teach:

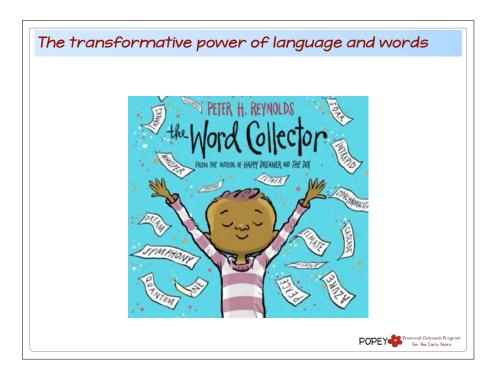
Prefix	% of words	Meaning	Examples
un-	26%	not, opposite of	unaware, unsure
re-	14%	again	redo, replay
im-, in-, il-, ir-	11%	not	impossible, illogical

Suffix	% of words	Part of Speech	Examples
-s,-es	31%	plural of noun	cats, boxes
-ed	20%	past tense of verb	sailed
-ing	14%	progressive tense of verb	jumping, racing

Look what knowledge students can gain from these explicit lessons!

Carroll, Davies, & Richman







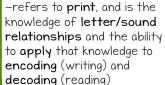
-refers to the ability to recognize and manipulate the spoken parts of sentences and words, and involves a continuum of skills that develop over time and are crucial for reading & spelling success:

- * 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





Reading Rockets — Phonological and Phonemic Awareness: Introduction & Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom — Fountos & 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?





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 Repetition

T says word pair, Students repeat:

Examples:

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

Blending Phonemes

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

Examples:

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

Segmenting Phonemes

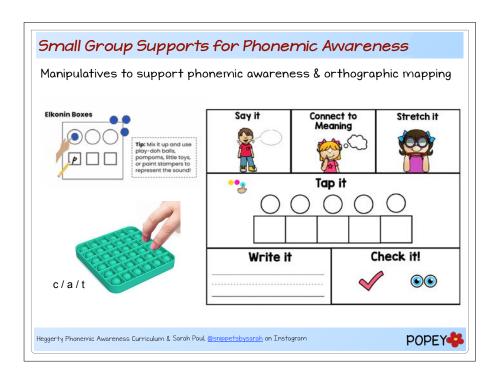
T says the word, Students say word, then segment it

Examples:

hop run map play slug grab

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





Practicing Phonemic Awareness throughout the day

Make use of transition times and existing routines...

 During morning meeting – have students segment phonemes in each other's names



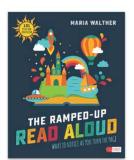
- During interactive writing use elkonin boxes
- During transition times play a few rounds of "Guess my Secret Word" by saying segmented words and students can blend sounds together

Shifting the Balance - Burkins & Yates



What Is a Read-Aloud Experience?

A learning event where you joyfully celebrate a text and demonstrate skilled, expressive reading by reading to your students while they listen, notice, and wonder. During a read-aloud experience, you typically have the text in your hands. As you are reading, you might pause and pose questions that engage students in collaborative conversations to help them uncover the meaning and/or message of the text.





Compelling Reasons to Read Aloud

Promotes reading

Fosters a strong sense of community

Celebrates the written word

Expands vocabulary

Showcases a proficient reading strategy use

Supports budding writers

Sparks collaborative conversations

Encourages perspective taking & empathy

Opens windows to other worlds

The Ramped-Up Read Aloud - Walther



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 Ten Beautiful Things Molly Beth Griffin Illustrated by Maribel 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 10 minutes 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 the room 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 with your table group

Connecting

- -Describe 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



Shared Reading

"Shared reading enables all children, regardless of their reading levels, to have enjoyable literacy opportunities every day." -

Irene C. Fountas and Gay Su Pinnell

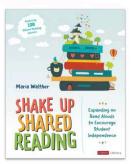




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What Is a Shared Reading Interaction?

A learning event where you collaborate with your students to reread and study key pages or parts of a familiar text. During a shared reading interaction, the text is projected large enough for all learners to see. Together, you and your students investigate the text to bring a transferable literacy skill or strategy to light—a behavior learners can approximate and apply as they read and write.





What's the Difference?

Read-Aloud Experiences	Shared Reading Interactions	
Teacher reading the text to the students	Teacher and students reading and rereading a text together	
Typically a whole-group learning event	Can occur in the whole group or in small groups	
Teacher engages students in collaborative conversations that dig into complex ideas, social-emotional learning competencies, higher-level comprehension, and, when applicable, foundational reading skills.	Teacher stops at pre-planned key parts or pages to engage students in applying strategic moves to strengthen foundational reading skills (phonological awareness, letter-sound knowledge, decoding, word recognition, vocabulary, fluency and comprehension).	



The Importance of Shared Reading

Shared reading is an effective way for the teacher to demonstrate reading strategies and behaviours in continuous text.

- √ expand vocabulary
- √ read fluently, with expression and confidence
- ✓ promote pleasure and enjoyment with texts
- ✓ demonstrate decoding and comprehension strategies
- ✓ demonstrate concepts of print such as left to right, return sweep, top to bottom, left page before right page
- ✓ demonstrate how to use information/cues to assist reading
- √ teach phonics and phonemic awareness



Victoria State Government: Department of Education – Literacy Teaching Toolkit/Shared Reading



Shared Reading

- ✓ Initially the teacher does most of the reading, with a focus on meaning and enjoyment.
- The text level is usually beyond what students can read by themselves.
- Once understanding is established, the teacher can reread the text to explicitly demonstrate reading strategies and engage in problem solving.
- As students become more familiar with the text during rereading, they will join in.



Victoria State Government: Department of Education - Literacy Teaching Toolkit/Shared Reading



Repeated Shared Reading

Purpose & Benefits:

The teacher's fluent voice

▶ Students chime in a bit

Re-read books multiple times

- More students chime in each time
 - * You accumulate more readers every read
 - * This improves students' reading comprehension

Focuses

- Description Comprehension, fluency, vocabulary, reading processes
- ▶ Look closely at the words on the page

get more complex texts into students' lives and into their brains

Units of Study in Reading & Teachers' College Reading and Writing Project - Reading Institute



Repeated Shared Reading

Day 1 - Focus: warm up & introduction of book

> students enjoy the book and understand the meaning of the text

Day 2 - Focus: students join in with the teacher on repetitive/rhyming parts

blue boots, red boots, stomp, romp...

Day 3 - Focus: word study or vocabulary - decide if you'll highlight:

- Snap words or a phonics principle (e.g. blends, digraphs)
 - * I Spy the "st" sound do you see it on this page? or
 - * Identify and generate examples of onset and rime

Day 4 - Focus: fluency practice

- Focus on scooping up words, expression, pacing, phrasing
 - * Lets read with a just-right pace

Day 5 - Focus: putting it all together - orchestration of all skills

- Description Comprehension, celebration, readers' theatre
 - * Remember, you are all readers, and readers have big jobs!

Units of Study in Reading & Teachers' College Reading and Writing Project - Reading Institute



Why is Shared Reading Important?

As an instructional context, shared reading:

- ✓ Provides enjoyable, successful experiences with print for all students
- ✓ Promotes the development of all aspects of the reading process
- ✓ Builds language skills and enhances vocabulary
- ✓ Provides opportunities to engage in expressive, meaningful, fluent reading
- ✓ Builds understanding of various types of texts, formats, and language structures
- ✓ Builds a community of readers

Fountas & Pinnell Blog: What Is Shared Reading?



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

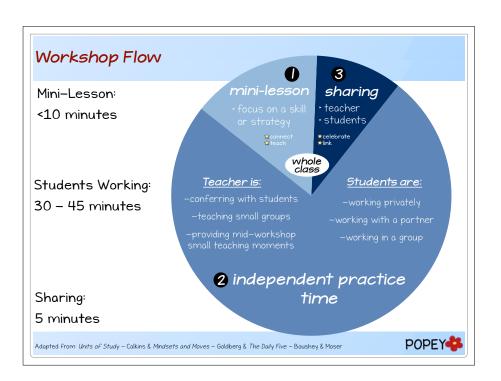
We can explicitly model these comprehension skills and engage students in conversations that allow them to practice language comprehension.

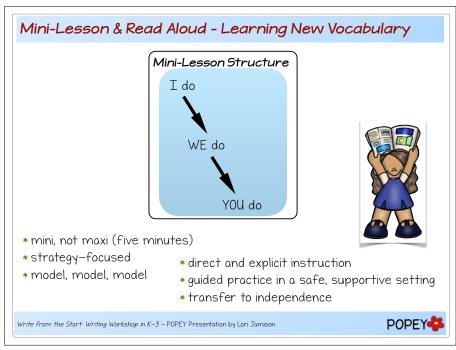
Executive Skills & Reading Comprehension: Cartwright

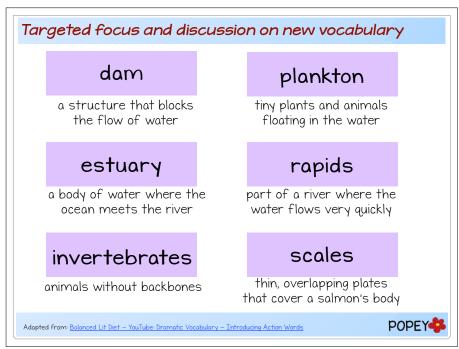


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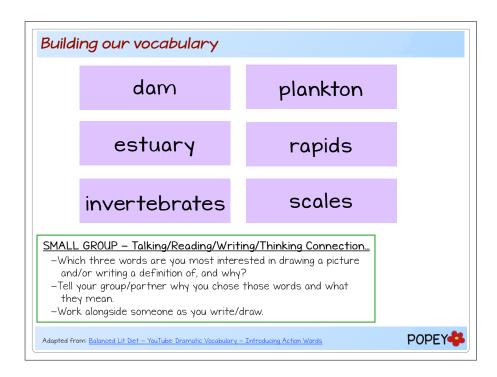
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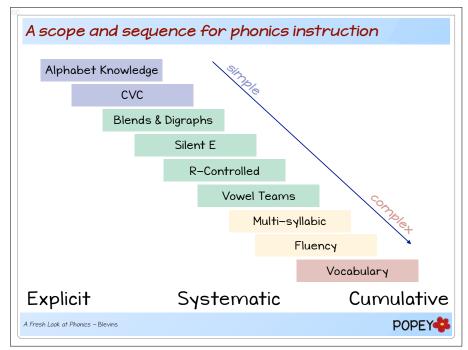






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Characteristics of Strong Phonics Instruction Readiness Skills Scope and sequence Blending Dictation Word Awareness Activities Teaching High—Frequency Words Reading Connected Text Active * Social * Reflective

High-leverage instructional routines for phonics instruction

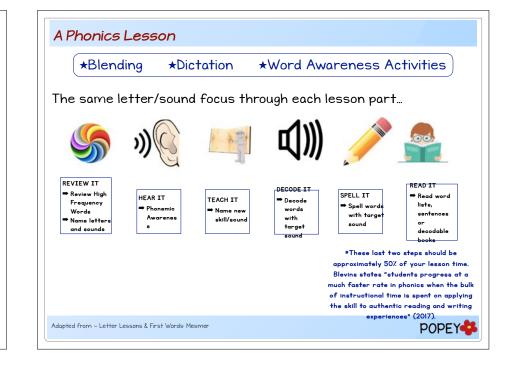
Explicitly and systematically teach the secrets of how to crack the written code.

- ✓ 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

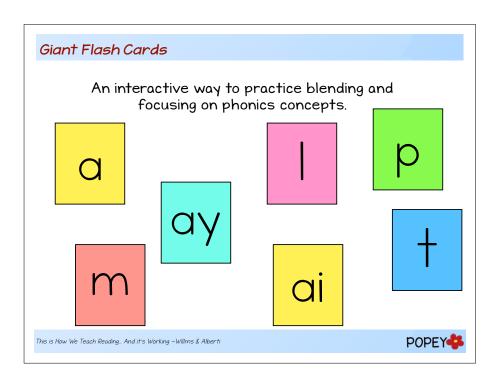
Including <u>both</u> systematic phonics and <u>meaningful</u> interactions with texts leads to the most powerful outcomes for beginning readers.

Shifting the Balance: Burkins & Yates



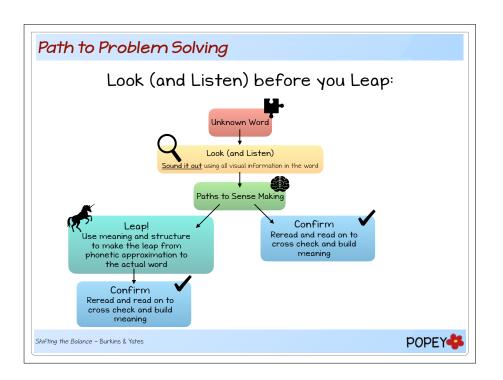


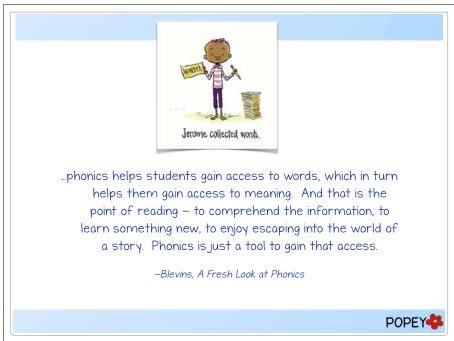
Word Chains	Sample teache	er language for Word W	/ork
<u>Teache</u>	r Language	<u>Skill</u>	
(Begin with ma	(Begin with mat.) Change mat to sat.		
Now tell me	Change the S to an F. e what word you have?	decoding	
	Change fat to fit.	encoding	
Change the F to ar	n S. What word is that?	decoding	
What letter do you ne	eed to change sit to lit?	encoding	
	5 to the beginning of lit. What word do you get?	decoding	
UFLI Foundations Manual		POP	EY &

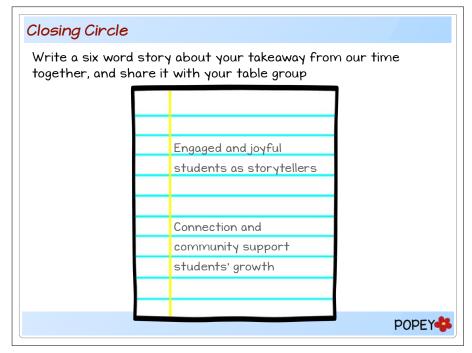


Principle	Why?	How?
Time	Volume of reading is key in growth	 prioritize independent reading by putting it into your plans first celebrate where students already are in their stamina
Choice	Students are more motivated to read when they get to choose what they read	 conduct class discussions about considerations when choosing books advertise books and have students advertise books
Talk	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

	"Read-All-the-Words" Texts	"Read-in-Other-Ways" Texts
What it mostly looks like	Children read all the words on the page. Children study and the pictures. They to friends about the	
What else might children do with these books?	Children may also notice and talk about the illustrations and story information.	Children may notice the print and attempt to decode some words.
Why it's important	Children strengthen their understanding of the alphabetic principle.	Children engage with familiar and new texts, extending their oral language.
Who chooses the texts?	Teacher chooses some texts.	Students choose from a wide selection.







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"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









Reflections & Next Steps

Resources, research & activities shared this morning:

- ✓ BC K-3 ELA Big Ideas & Whole Class, Small Group, and Individual Practice Time
- ✓ The Morning Meeting a routine to connect and share
- ✓ Comprehensive Literacy Phonemic Awareness & Orthographic Mapping
- ✓ Reading Workshop connecting stories to the land, mentor text and mini—lesson
 - ✓ Interactive read aloud to support student engagement and vocabulary building
- ✓ Interactive Reading and Shared Reading
- ✓ Phonics scope and sequence, lesson flow for mastery of phonics principles
- ✓ Independent Reading
- ✓ Closing Circle six word stories

What is ONE thing you can commit to TRY in your classroom or role? Share it with your table group



Sources

Books & Presentations

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

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

Shifting the Balance - Burkins & Yates

The First Six Weeks of School - Denton & Kriete

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

When Readers Struggle: Teaching that Works — Fountas and Pinnell

Literacy Lessons Part Two - Clay

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

UFLI Foundations Manual

Trusting Readers - Scoggin & Schneewind

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

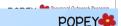
Heggerty Phonemic Awareness Curriculum

Units of Study - Calkins, The Reading and Writing Project

The Ramped-Up Read Aloud - Walther

Letter Lessons & First Words - Mesmer

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



Sources

Videos

Worry About Yourself

TED Talk — Birth of a Word

Balanced Literacy Diet - Park Those Sounds

Balanced Lit Diet - YouTube: Community Circle - Fostering Oral Language

<u>Tik Tok Word Reading</u>

Balanced Literacy Diet - Word Wall I Spy

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

Language

BC Early Learning Framework

Digital Resources

Carroll, Davies, & Richman

BC Ministry of Education - ELA Curriculum

Reading Rockets - Phonological and Phonemic Awareness: Introduction

Fountas & Pinnell Blog: What Is Shared Reading?

The Big Five: Phonics-Orthographic Mapping - Wooldridge

Victoria State Government: Department of Education - Literacy Teaching Toolkit/Shared Reading

Carolyn Strom — Presentation: Refining Professional Knowledge to Build Capacity in Reading Instruction, Learning & the Brain Conference, April 2022

