

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

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





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?

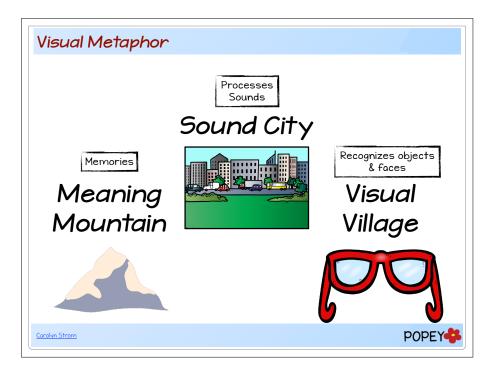
Lesley University Institute: Word Study: Teaching Phonics, Vocabulary, and Spelling in Grades K-3



Learning is:

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

earning experiences



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. Joy of reading Mastery of skills 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



Pause & Reflect



What we've explored so far...

- ✓ How we learn
- ✓ Building new systems in students' brains
 - * Meaning Mountain Sound City Visual Village

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



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



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

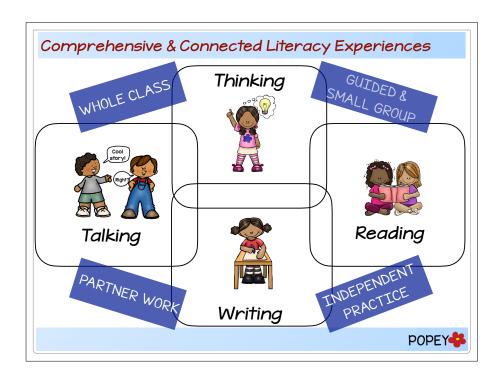
- what's our purpose?

- ✓ 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



 -
 -
 -
 _
 _
 _
_
-
 -
 -
 -
 -
 _
 _



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



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**

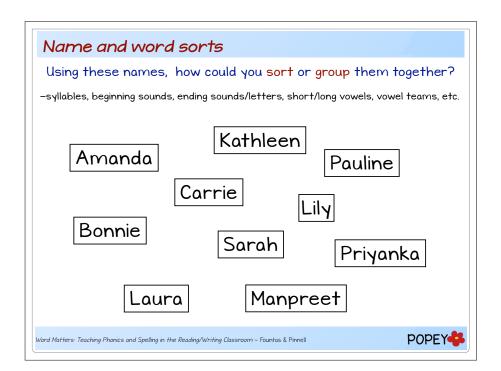
after	day	jump	rain
and	did	kick	ride
animal	down	like	said
are	for	little	school
be	friend	look	she
best	from	made	sister
because	get	new	teacher
big	give	night	that
boy	good	off	them
brother	had	out	there
can	here	people	very
car	house	play	what
children	how	quit	you

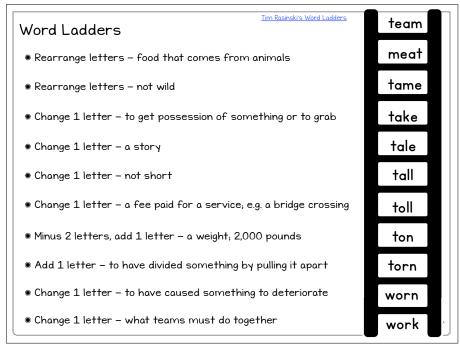
Easily differentiated to be responsive to your students' varied abilities & needs. Can be adapted to use with vocabulary words from across the curriculum, and extended to a literacy centre/station — Portable Personalized Word Wall Folders.

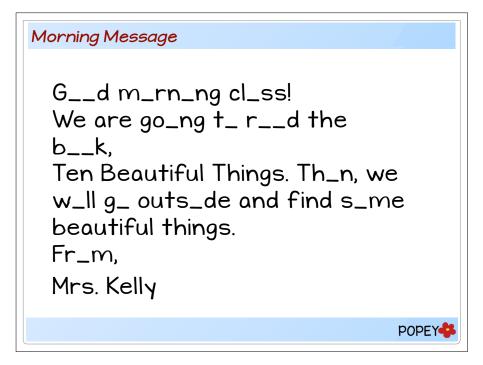
Balanced Literacy Diet - Word Wall I Spy



	 	 	_
			-
			-
			_
			_
			_
	 	 	-
			-
			-
			_
	 	 	-
	 	 	-
			-
			-







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



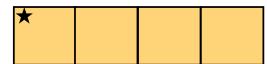
When Readers Struggle: Teaching that Works - Fountas and Pinnell



High Frequency Words Prioritize which high frequency words you explicitly teach... Low High Frequency Frequency Regular quake went Choir was Shifting the Balance - Burkins & Yotes

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.

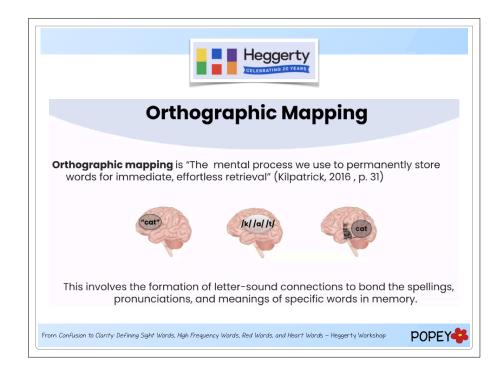
Let's explore an orthographic mapping routine for the word

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



Phonological Awareness

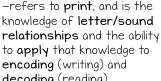
-refers to the ability to recognize and manipulate the spoken parts of sentences and words, and involves a continuum of skills that develop over time and are crucial for reading & spelling success:

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

Phonemic Awareness

-refers to oral la and is the unders that spoken wor made up of indiv sounds called ph

Phonics





	Telefore to primi, and is the
anguage 🍟	knowledge of letter/sound
standing 🎩	relationships and the abilit
rds are	to apply that knowledge to
⁄idual	encoding (writing) and
nonemes	decodina (readina)

Reading Rockets - Phonological and Phonemic Awareness: Introduction &
Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom - Fountas & Pinnel

Г				
- 1				
- 1				
- 1				
- 1				
- 1				
- 1				
- 1				
- 1	_			
- 1				
- 1				
- 1	_	 	 	
- 1				
П				
П				
П	_	 	 	
П				
П				
П				
- 1	-	 	 	
- 1				
- 1				
- 1				
- 1	_	 		
- 1				
- 1				
- 1				
- 1	_	 		
- 1	-	 		
- 1				
- 1				
- 1				
- 1	_			
- 1				
- 1				
- 1				
-1	_			
-1				
П				
П	_	 	 	
П				
-1				
-1				
-1	_	 		
- 1				
- 1				
- 1				
- 1	_	 		
- 1				
- 1				
П				
П	_	 	 	
П				
П				
П				
П	_	 		
-1				
- 1				
- 1				
П				

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

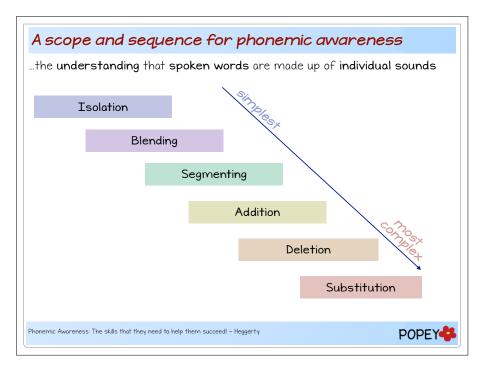
Alphabetic Principle

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

Reading Rockets: What is the Alphabetic Principle?







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...

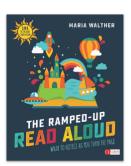
- During morning meeting have students segment phonemes in each other's names
- During interactive writing use elkonin boxes
- During transition times play a few rounds of "Guess my Secret Word" by saying segmented words and students can blend sounds together

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



Connecting Stories to Our Environment

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



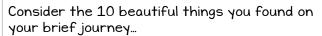
- * Take 10 minutes to go on a 'search and record' walk around your environment, and write down as many beautiful things as you can find
- * Record them on a notepad (or you can take photos)
- * Come on back to the room by the time the song ends







Connecting Stories to Our Own Lives





Sharing

-Choose **one** of your beautiful things to describe, and share with your table group

Connecting

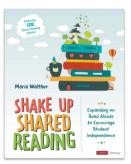
- -Describe a connection or gratitude for someone else's share:
 - -e.g. "Rachel, that maple tree changing colour sounds beautiful. My grandparents had a giant red maple in their front yard."

Adapted SMALL GROUP - Thinking/Talking/Writing about Reading



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
- \checkmark 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



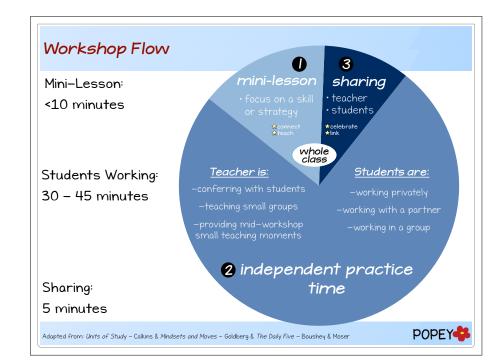
Why is Shared Reading Important?

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

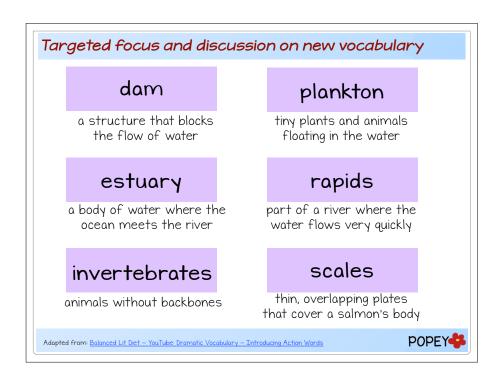
Fountas & Pinnell Blog: What Is Shared Reading?

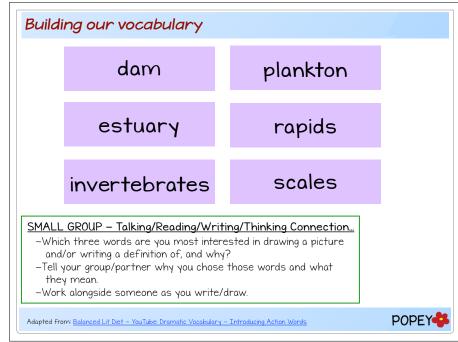


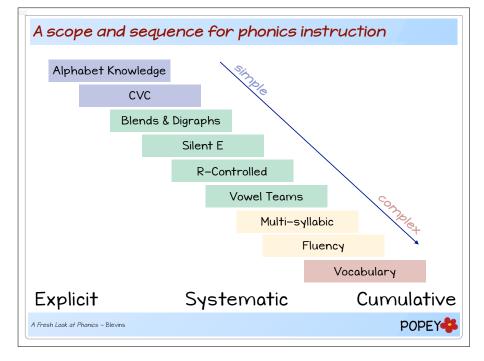


Mini-Lesson & Read Aloud - Learning New Vocabulary Mini-Lesson Structure I do WE do * mini, not maxi (five minutes) * strategy-focused * model, model, model * model, model, model * write from the Start: Writing Workshop in K-3 - POPEY Presentation by Lari Jarvison

_	
_	
_	
_	
_	
_	
_	
_	
_	
_	
_	







		_
		_
 		-
 	 	_
 	 	_
 	 	_
		_
		_
		-
 	 	-
 	 	_
 	 	_
 	 	_
		_
 	 	_

Characteristics of Strong Phonics Instruction

- √ Readiness Skills
- √ Scope and sequence

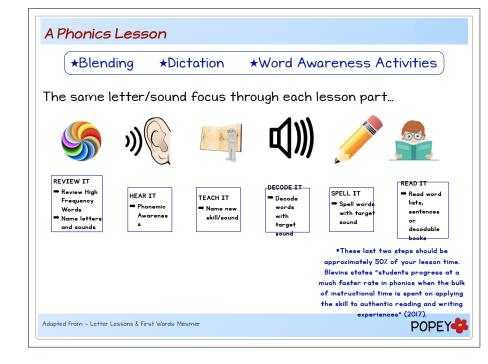


- √ Blending
- ✓ Dictation
- ✓ Word Awareness Activities
- √ Teaching High-Frequency Words
- ✓ Reading Connected Text

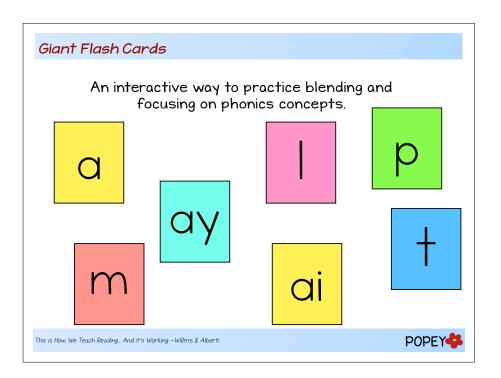
Active * Social * Reflective

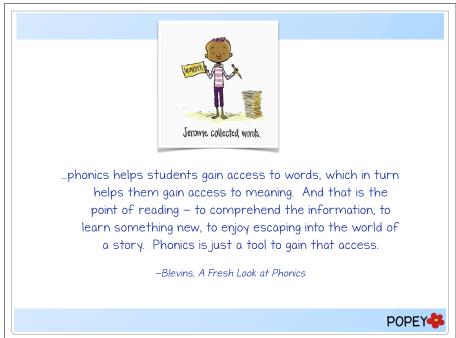
A Fresh Look at Phonics, Grade K-2 - Blevins





Word Chains	Sample teacher	- language for Wor	rd Work
<u>Teach</u>	er Language	<u>Skill</u>	
(Begin with r	nat.) Change mat to sat.	encoding	
Now tell r	Change the S to an F. ne 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 ar	S to the beginning of lit. What word do you get?	decoding	
UFLI Foundations Manual			POPEY





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



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 1-2 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



Book Making

Learning Through Language, Learning About Language

- ▶ Is developmentally appropriate. Brings a sense of PLAY to making.
- ▶ Encourages children to do bigger work and develop stamina for writing.
- Decrease Causes children to live like writers
- ▶ Makes the 'reading like writers' connection so clear.
- ▶ Helps children begin to understand the process of composition and decision—making.
- ▶ Helps children begin to understand genre, purpose & audience.

beliefs guide actions

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



Book Making

- 1. TIME conversations, demonstrations, students writing, sharing their process
- 2. SPACE deciding where they can do their best work as a writer is a decision the children can own
- 3. BLANK BOOKS lines set an expectation for print that makes some children think "I don't know how to do that, so I can't."
- 4. WRITING TOOLS Students choose from separate tubs for crayons, coloured pencils, and markers; bins for blank, pre—stapled books; ABC charts
- 5. AN IMAGE OF BOOKMAKING students know what books look like; that PEOPLE make books; a finished book is the result of someone's work to make that book taking action from ideas

Bottom Line: If children aren't TRYING to write, they aren't LEARNING to write.

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



Book Making

1. TIME

- * 10-20 minutes WRITERS' MEETING (whole class)

 The teacher leads conversations, demonstrations, and inquiries connected to a unit of study.
- * 30-40 minutes INDEPENDENT WORK

 The children make books.
- * 5—10 minutes SHARE & REFLECTION (whole class)
 Writers tell stories of process.

Extend the time for independent work a little each day

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



Engagement

There is a difference between engagement and compliance. Our goal is engagement.

- * Talk about yourself as an engaged writer.
- * Help students identify how to engage an audience.
- * Teach students how to choose an engaging genre.

If we value something, we talk about it with our students.

Our enthusiasm for writing is contagious. Spread it to your students and see them flourish.

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



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.

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

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



Teaching with Mentor Texts

Immersion Phase:

2—4 days at the beginning of the unit we will study our stack of mentor texts.

- * Students get to know the stack of texts (just enough)
- * Teachers can use the mentor texts in mini lessons without having to read them again (time saving!)
- * Students become better at reading like a writer over time.

Immersion allows students to get better at noticing what author's do and trying it out.

You may need to start with modelling noticing during immersion.

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



Teaching with Mentor Texts

Structure for Immersion Phase:

Having immersion days will make teaching much clearer and much easier.

- * First read through all the texts for enjoyment and sense of story.
- * Do 'noticing' as a whole group, then put them into partners to notice.
- * Model how you, the teacher, will add to your writing based on what you are noticing.

Taking the time at the beginning of each unit will save you time in the long run!

The 'how' is the

craft of writing.

Inquiry approach to writing — what are we noticing about this text?

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



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 I 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
 - ra 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...

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



Zooming in on Small Moment Stories

- think about our big topic My Cats
- make your own \int story that came out of our big \bigcirc topic
- list out different seeds or ideas for your story ... count out each idea across your fingers

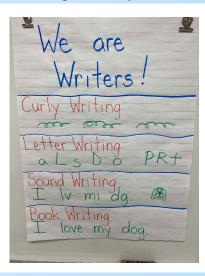


• write out one of your seed ideas — to make a short story

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



Continuum of Writing Development



Rachel Eller'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



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



Choice of Genre

Craft and Process Studies - Glover

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



Closing Circle		
	tory about your takeaway fron e it with your table group	n our time
-	Engaged and joyful	
	students as storytellers	
_		
	Connection and	
	community support	
	students' growth	
		POPEY

-	
_	
-	
-	
-	
-	
-	
-	
-	
_	
-	
-	
-	

"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:

- ✓ How we learn to read
- ✓ 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
- ✓ Book Making and Small Moment writing
- ✓ 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

When Readers Struggle: Teaching that Works - Fountas and Pinnell

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

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

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

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

Shake Up Shared Reading - Walther

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

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

Nurturing Young Writers: Supporting Thinking in Children's Book Making and Oral Language Composition presentation — Anderson & Glover workshop Engaging Young Writers - Glover



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

Tik Tok Word Reading

Balanced Literacy Diet - Word Wall I Spy

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

Todd Parr - The Peace Book

Units of Study - Calkins, The Reading and Writing Project

Digital Resources

Using Children's Books to Support Social-Emotional Development - NAEYC

Reading Rockets: What is the Alphabetic Principle?

BC Early Learning Framework

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

