



# **Learning Series - Day 1 Foundational Literacy Skills**

November 12, 2024

8:45am - 2:45pm

Connect with us online!



@POPEYBC

Presenters:







(O) @popeybc







In this workshop, we will explore a scope & sequence for foundational literacy skills, focusing on:

- evidence—based instructional routines for phonemic awareness, phonics, vocabulary, fluency, and comprehension
- strategies to support early reading and writing development





# The foundations of literacy learning



# The goal is for students to...

- be enthusiastic explorers of words:
  - \* puzzle out letter-sound relationships
  - \* see patterns
  - \* take words apart
  - \* investigate meanings
- · connect to words in an active way





Students learn HOW TO LEARN aspects of words, and develop efficient and powerful word-solving strategies

Adapted from The Fountas & Pinnell Phonics, Spelling, and Word Study System - Fountas & Pinnell






# It doesn't need to be either/or

#### ⇒ and, and, and...

•	a, dire
vs.	Authentic literature
VS.	Classroom Practice
vs.	The science of reading
vs.	Whole class efficiency
VS.	Discovery learning
vs.	Practice in context
VS.	Joy of reading
vs.	Choice
vs.	Joy
	vs. vs. vs. vs. vs. vs. vs. vs. vs.

Comprehensive = complete; including all elements or aspects of something

TheSixShifts.com & Shifting the Balance - Burkins & Yates





# De-mystifying the Science of Reading

#### The Science of Reading is NOT:

- · An ideology or philosophy
- A fad, trend, new idea, or pendulum swing
- A political agenda
- A one-size-fits-all approach
- A program of instruction
- A single, specific component of instruction such as phonics

Science of Reading Defining Guide



# 43

# De-mystifying the Science of Reading

# The Science of Reading IS:

- A vast, interdisciplinary body of scientifically—based research about reading and issues related to reading and writing.
- Based on research that has been conducted over the last five decades across the world, and it is derived from thousands of studies in multiple languages.
- · An abundance of evidence to inform:
  - how proficient reading and writing develop;
  - why some have difficulty; and
  - how we can most effectively assess and teach ...

therefore, how to improve student outcomes through prevention of and intervention for reading difficulties.

It is the science of learning

Science of Reading Defining Guide



 —
 —
 —
 —
 —



# Structured Literacy

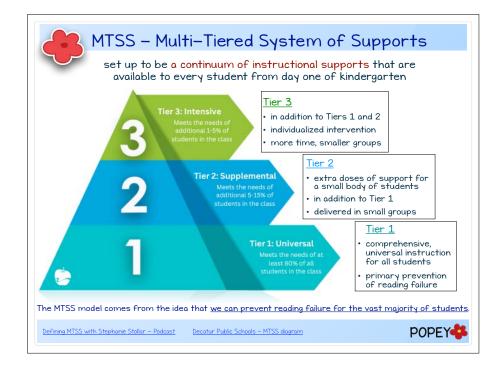
# WHAT is taught:

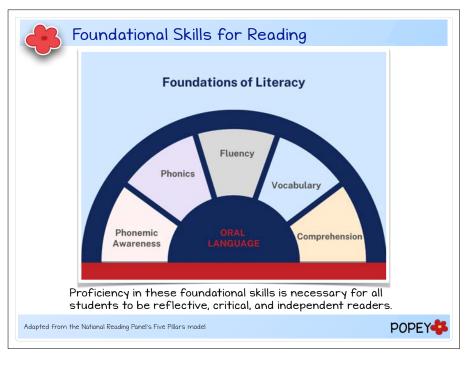
- · Both foundational skills
  - AND
- Higher-level literacy skills
- Systematic and Cumulative
  - Organized, from simple to complex, follows a scope and sequence
- HOW it is taught
- Explicit
  - Direct instruction
    - "Today we are learning to..."
- Continuous student-teacher interaction
- Not assuming all students can infer concepts
- Careful and considered practice
- Prompt and specific feedback (corrective if needed)

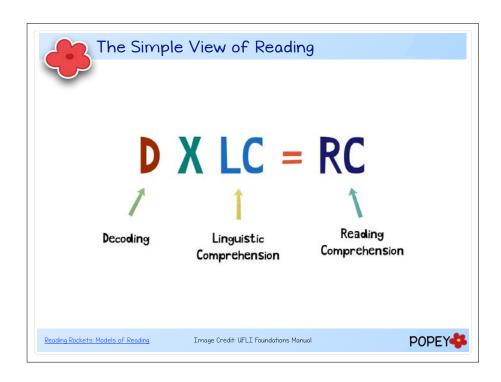
I Do. We Do. You Do.

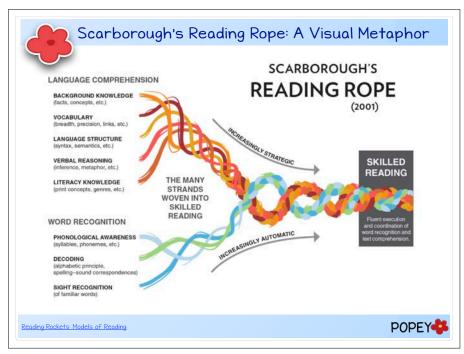
International Dyslexia Association Ontario

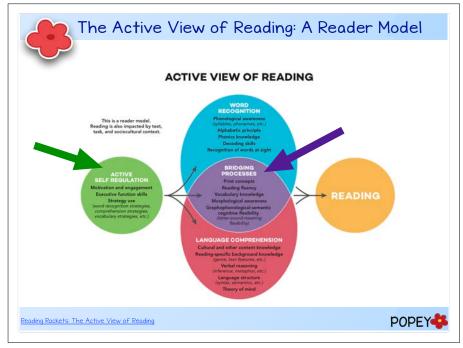




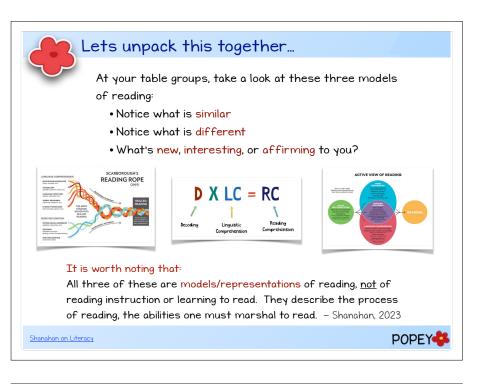


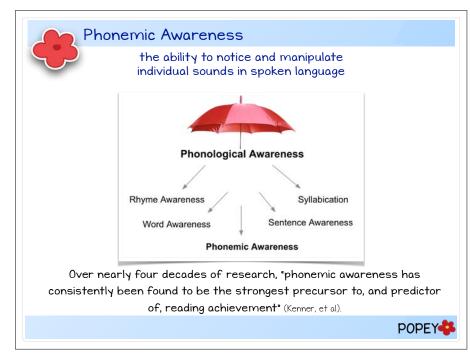



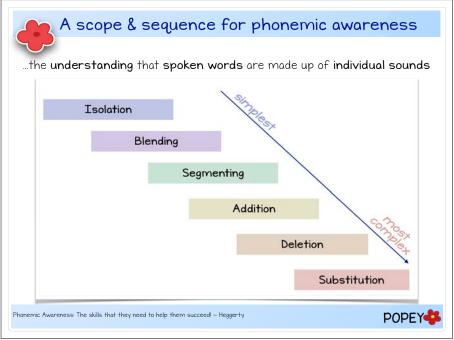




<del></del> -









#### Intentional, systematic phonemic awareness instruction

#### High-leverage instructional routines for phonemic awareness:

- ✓ Let's notice how sounds are made (articulatory gestures)
- ✓ Let's put sounds together to make whole words (blending)
- ✓ Let's take words apart (segmenting)
- ✓ Let's listen for sounds that are the same (isolation & discrimination)
- ✓ Let's take sounds off of words (deletion)
- ✓ Let's change one sound in a word to make a new word (substitution)

How can you help students both NOTICE and MANIPULATE the phonemic structure of individual words?

Shifting the Balance: Burkins & Yates





# Phonemic Awareness Instruction

#### Keep in mind:

- Short and frequent sessions
- · Focus primarily on blending and segmenting (phoneme-level skills)
- Begin to add letters to this work
- Often integrated into phonics lesson



#### Ideas for instructional strategies:

- Use manipulatives to keep it playful
  - \* Elkonin boxes + bingo chips
  - \* Pop It fidget toys
  - \* Race cars + tracks
  - \* Unifix cubes
- Encourage gestures
  - \* Hand choppers
  - \* Tap down arm
  - \* Finger/thumb tap
- Word Chains build phonemic awareness and phonics skills at the same time

7 Mighty Moves - Kemeny, 2023



# 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

b-l-a-k

#### Segmenting Phonemes

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

T: flip

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

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-1-a-as-w-i-m

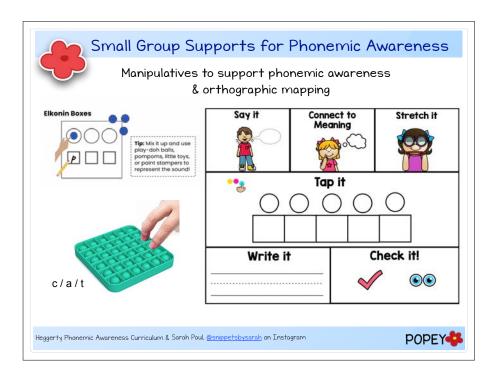
#### Examples:

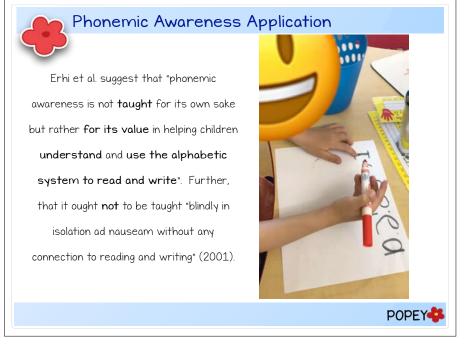
hop run map play grab

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



 	_
	_
 	 _
 	 _
	_
 	_
	_
 	 _
	_
	_
 	 _
	_
 	 _







# 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

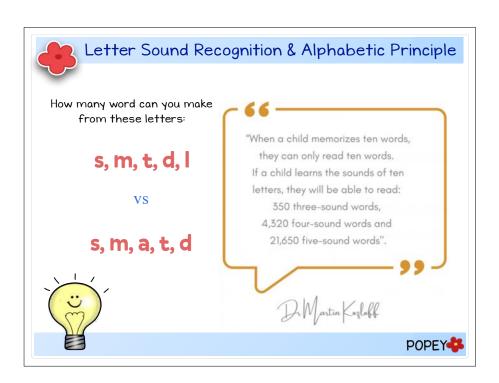
# Alphabetic Principle

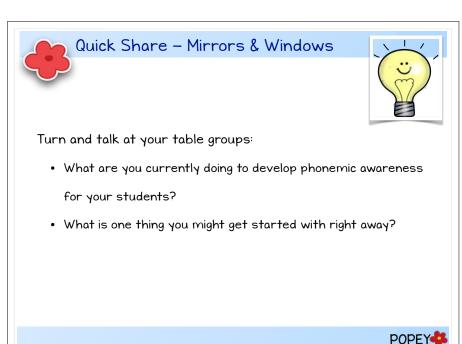
The understanding that there are systematic and predictable relationships between sounds and letters.

"these skills open the gate for reading." - Wiley Blevins

Reading Rockets: What is the Alphabetic Principle?

	p	0P	ΈY	4
--	---	----	----	---





# Characteristics of Strong Phonics Instruction

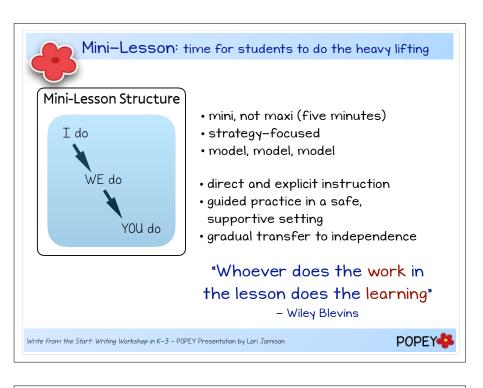
Phonics refers to knowledge of letter sounds and the ability to apply that knowledge in decoding unfamiliar printed words.

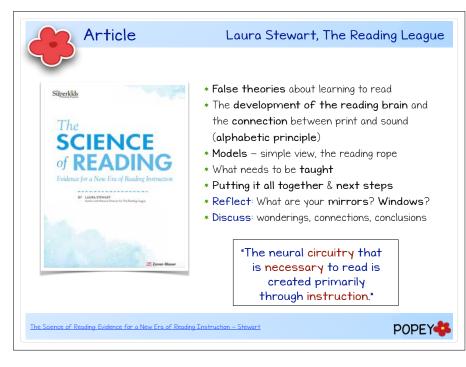
- · Systematic
  - \* It has a scope and sequence
  - \* Skills and concepts are taught in a logical order prerequisite skills are taught first
- Explicit
  - \* Clear and direct instruction of important skills and concepts
- · Cumulative
  - \* Build on previously learned skills
  - \* Sufficient repetition and review for mastery

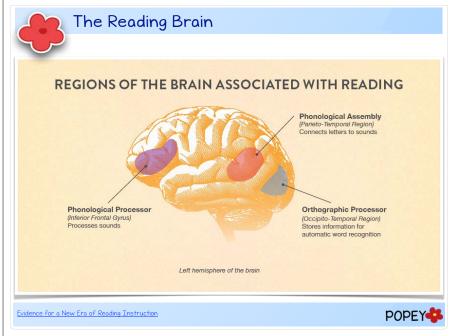


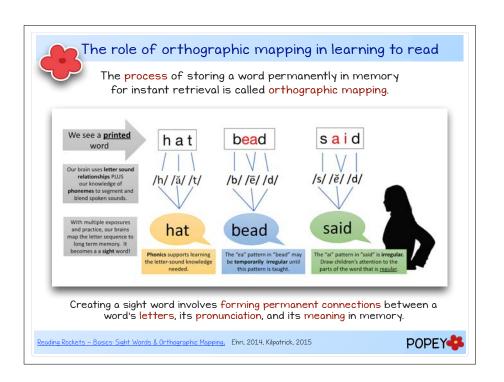
A Fresh Look at Phonics, Grade K-2 — Blevins

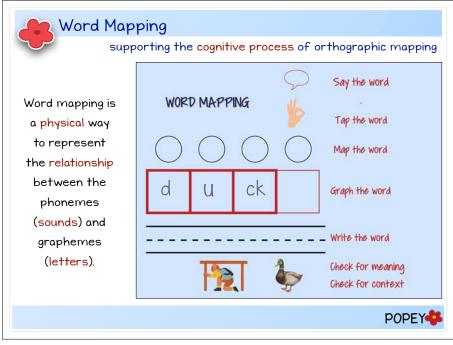


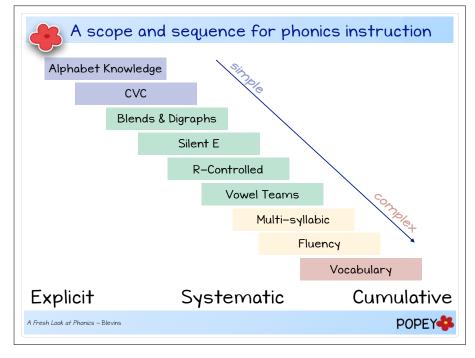





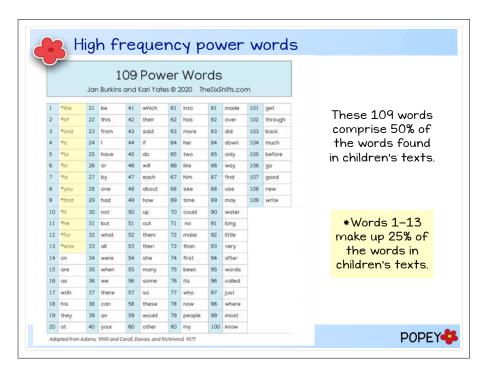


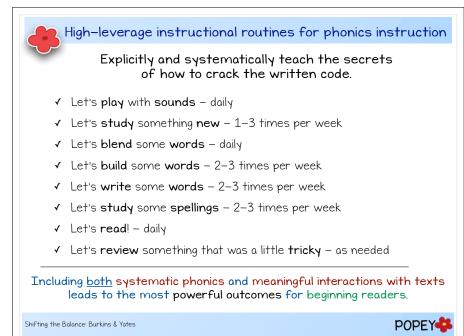


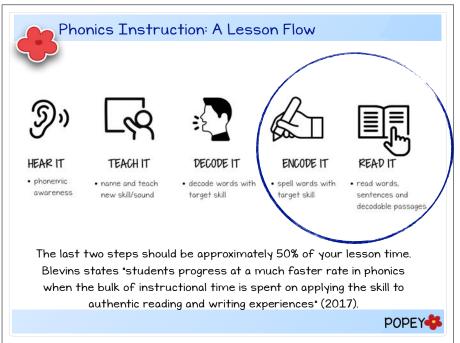




<del></del>










# Phonics Instruction

#### Keep in mind:

- Systematic: Move from simple to complex
  - Following a scope and sequence
- Explicit: "Today I want to teach you..."
- Keep students engaged by:
  - Inviting student responses
  - Have students come to the board to find a word, highlight a phonics skill in a word



Ideas for instructional Strategies:

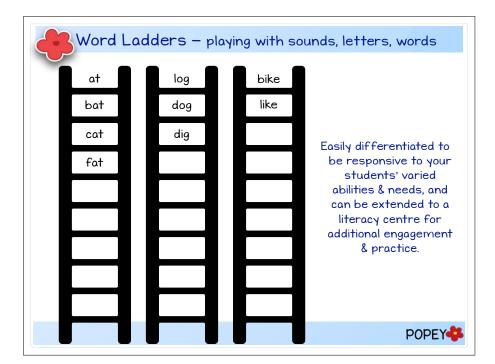
- Understand "the code" yourself
- Consider using a systematic and explicit phonics program
- White boards will be your best friend!
- Keep lessons lively, and stick to suggested times
- Don't forget to unpack word meaning
- Word sorts
- Word chains
- Try multi-sensory methods
- Use Elkonin (sound) boxes to support encoding
- Weekly progress monitoring is critical!

7 Mighty Moves - Kemeny, 2023

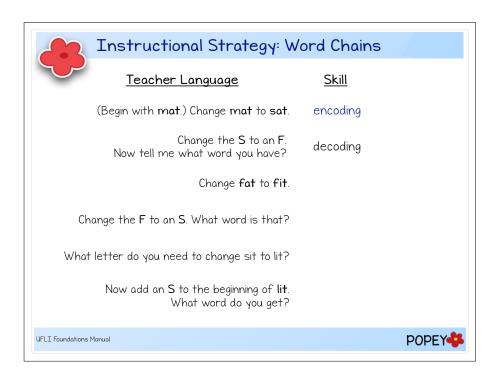
UFLI Foundations Manual

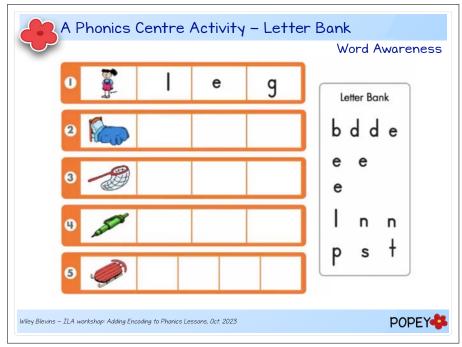


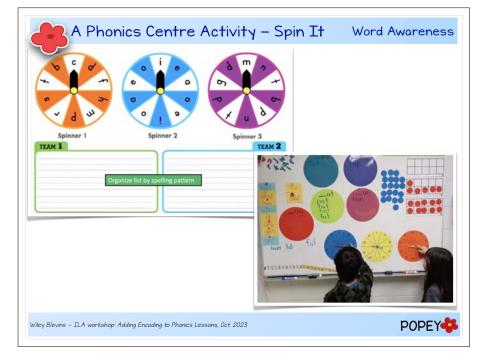
**POPEY** 

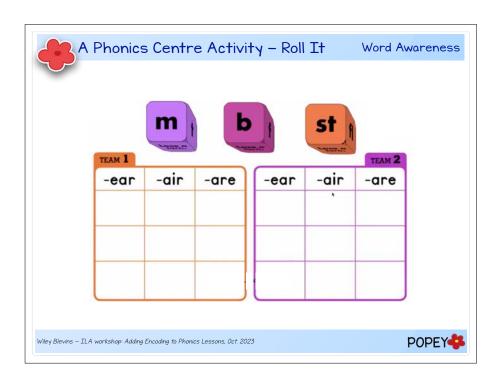


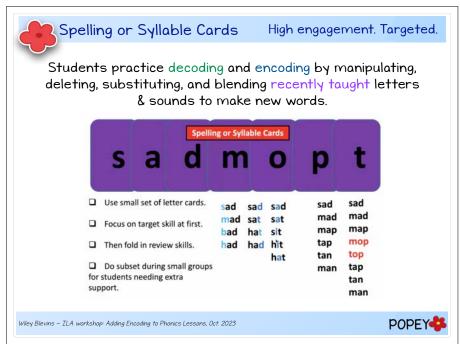
# Word Building / Word Chains Teacher Language (Begin with sad.) Change sad to mad. Second decoding decoding This is sophisticated phonemic awareness work: Students are substituting, deleting, and adding sounds (encoding). And then they're using their knowledge of spelling to create the new word, and then read (decode) the new word to make sure it's correct.



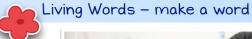








road show grow boat blow	word Sort  Word Sort  O OW Oddballs  No snow load goal yolk  mather throw yellow tather tollow  soak toast soap tather
coat row goat	Each sort should end with a question like:  What did you notice about these words?  or  What did you learn about these spelling patterns?
Wiley Blevins – ILA workshop: Adding	Encoding to Phonics Lessons, Oct. 2023

Word Awareness



Wiley Blevins - ILA workshop: Adding Encoding to Phonics Lessons, Oct. 2023





...phonics helps students gain access to words, which in turn helps them gain access to meaning. And that is the point of reading — to comprehend the information, to learn something new, to enjoy escaping into the world of a story. Phonics is just a tool to gain that access.

-Blevins, A Fresh Look at Phonics





# Decodable Texts

a teaching tool to support phonics instruction

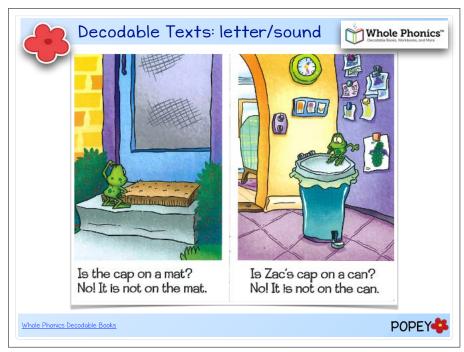


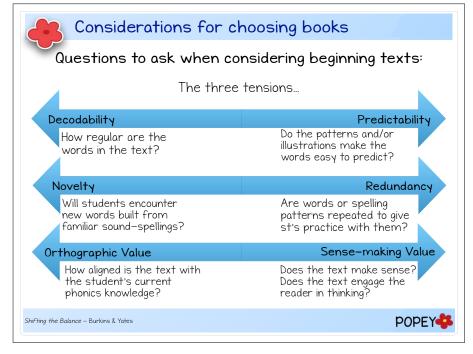
Shifting the Balance - Burkins & Yates, 2021

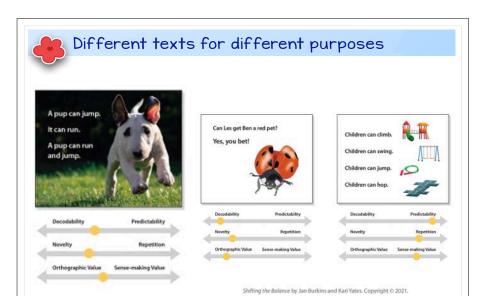
Image Credit: Six Shifts Facebook Page











Fluency is the ability to read text accurately, at an appropriate pace, with expression.

- As decoding is automatized, students increase their ability to read texts fluently, freeing cognitive resources to focus on the meaning of the texts.

- Reading fluency develops as a result of strong instruction in other core components of literacy: phonological awareness, phonics, and vocabulary.

- To read a text fluently, students must have accurate and automatic word reading skills (Hudson et al., 2009). Text—level fluency develops with extended opportunities to practice oral reading. (Zimermann et al., 2021).

Fluency is the bridge between word recognition and comprehension.

<u> ONlit - Fluency Overview</u>



# Building Fluency

Shifting the Balance - Burkins & Yates

# Keep in mind:

- More than just reading fast
- Don't teach phonics in isolation
- · Avoid "round robin" reading
- Be mindful of how you use independent reading time



#### Ideas for instructional Strategies:

- Remember...fluency is not an isolated skill
  - subskills: phonemic awareness, soundsymbol knowledge, automaticity at letter or word level
- Small Group instruction affords specific, immediate feedback
- · Model, model, model!!!
- · Whole Group Reading including:
  - Read aloud, cloze reading, choral reading, echo reading
- Partner Reading
- Reader's Theatre
- Beat the Clock Timed Reading
- · Repeated Reading


7 Mighty Moves - Kemeny, 2023



**POPEY** 



# Why Teach Vocabulary?

- A rich vocabulary supports learning about the world, new ideas, and enjoying the beauty of language
- A rich vocabulary enhances what an individual wants to say and write
- Vocabulary knowledge is strongly related to reading proficiency
  - ▶ tightly related to reading comprehension in primary, intermediate, high school, and adults

READ WRITE SPEAK LISTEN LEARN

Bringing Words to Life - Beck, McKeown, Kucan





# Vocabulary Instruction

#### Keep in mind:

- · Prepare student friendly definitions
- Learners need repeated exposure in meaningful contexts
- We learn words that are relevant, meaningful and useful
- We learn words when we have opportunities for active engagement with those words



#### Ideas for instructional Strategies:

- Rich read aloud
  - Planned, pre-selected vocabulary, re-read, connect to content in Social Studies or Science, opportunities for active engagement
- Use text sets
  - <u>www.readworks.com</u> (Article a Day)
- Read A LOT!
- Use and model sophisticated language, starting in Kindergarten
- Model being word curious!
- Dive into morphology look for word parts

A Teacher's Guide to Vocabulary Development Across the Day - Wright , 2021



# Listening Comprehension & Vocabulary



Epic Books - I See Animals: Fish





# Listening Comprehension & Vocabulary



Epic Books - The Upstream Journey of Salmon





# Listening Comprehension & Vocabulary

#### Read-aloud texts:

choose texts that will stretch listening comprehension by providing exposure to rich ideas, wide vocabulary, background knowledge, and novel language structures

#### GLOSSARY

CUTTEN! (KUR-UNINI): Current is the movement of water in rivers, streams, and oceans. Salmon swim against the current to find a spot to lay their eggs.

Gam (DAM): A dam is a structure that blocks the flow of water. Salmon must get past a dam to continue up the river.

@\$IUaTy [E\$-Ch00-@f-@0]: An estuary is a body of water where the ocean meets the river. The salmon stay in the estuary before swimming upstream.

fertilize [FUR-tult-lize]: To fertilize is to make an egg ready to hatch. Male salmon fertilize the female salmon's eggs.

invertebrates (in-VUR-tuft-brits): Invertebrates are animals without backbones. Salmon eat small invertebrates.

MUCUS (MY00-CUSS): Mucus is a thick liquid that protects parts of the body. Mucus covers a salmon's scales.

plankton (PLANGK-10hn): Plankton are tiny plants and animals floating in the water. Young salmon eat plankton.

[2] [RAP-Id2]: Rapids are part of a river where the water flows very quickly. Salmon must be strong to swim

SCAIBS [SKAYLZ]: Scales are thin, overlapping plates that cover a salmon's body. Scales protect the salmon from harm.

SPAWN [SPAWN]: To spawn is to produce young, usually in large numbers. Salmon swim up the river to spawn.



Teach and model reading comprehension strategies

Students need direct, specific strategy instruction and comprehension—building practice.

#### Supporting comprehension growth and development:

- A teacher's explicit modelling of comprehension behaviours is an effective tool that improves students' use of comprehension strategies
- Asking students to tell you about what they've read sends a
  message that what they are reading is important and helps them
  dig deeper for meaning
- Prompting or questioning before, during, and after reading can lead students to deeper text understanding, especially the use of questioning that leads students to draw inferences and connect ideas across sentences

Next Steps in Literacy Instruction - Smartt & Glaser






# 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





# Invitations to Reflect on Our Current Practice

Take a few minutes to reflect on and answer these questions on your own:

How does our teaching of reading address motivation, engagement, enjoyment, and self-efficacy?

Which students believe they can succeed with reading?

How can we support the students who don't see themselves as readers?

How do we currently monitor and assess our students' literacy development? Is it working for us, and for our students?

Next: Share one reflection with your table group, round robin.

Reading As Meaning Making - Victoria State Government, Department of Education (Australia)



Teach the writer, not the writing.
Children don't make stories so they can learn how to write.
They learn how to write so they can tell stories.  -Susan Harris MacKay
Image from <u>EstPaper.com</u>




# 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 our actions

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



Book Making in a Kindergarten Class	/
Num.	
Mo MMa zo u	90
	11.0
THE WILL WARDEN	A CONTRACTOR OF THE PARTY OF TH
EV There MIPESSE	PL
	POPEY




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





# Mentor Texts to Inspire Writing About Reading

How-to books

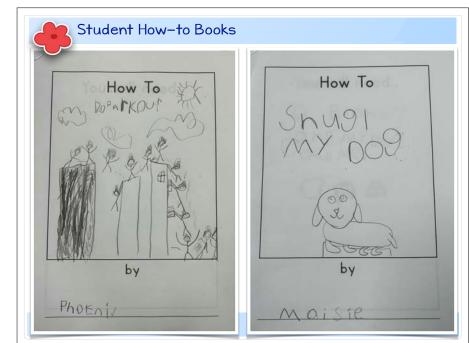








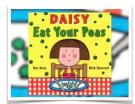




 	 <u> </u>
 	 <u> </u>







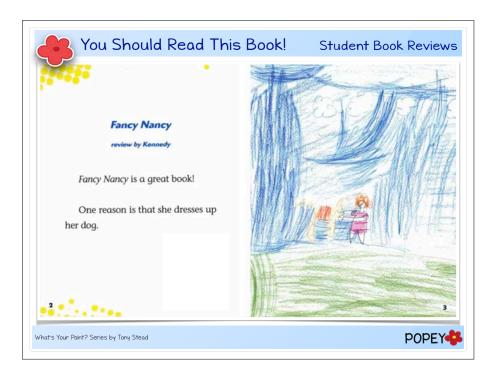














# Give Students the Choice of Genre

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
- A persuasive paragraph on why cats are better pets than dogs

**POPEY** 

	Craft	and	Process	Studies-	Glov
--	-------	-----	---------	----------	------


"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









**POPEY** 



# Upcoming dates in our learning series

#### Session Two: January 28, 2025 - Full-day workshop

Systematic Instruction to Support Reading Comprehension

 Understanding texts and readers to strengthen word-solving skills and early comprehension strategies

#### Session Three: February 14, 2025- Full-day workshop

Nurturing Young Storytellers & Their Craft Through Authentic Writing Experiences

 Highlighting student voice and choice through bookmaking, story workshop, and writing across genres and the curriculum

#### Session Four: May 14, 2025- Full-day workshop

Learning in the Primary Years

 The importance of play, social-emotional well-being, outdoor learning, and inclusive spaces & practices for all children



	Sources
9	Books & Articles
	How to Be a Better Writing Teacher workshop — Anderson & Glover
	Bringing Words to Life - Beck, McKeown, Kucan
	A Fresh Look at Phonics — Blevins
	ILA workshop: Adding Encoding to Phonics Lessons, Wiley Blevins
	Shifting the Balance - Burkins & Yates
	Executive Skills & Reading Comprehension: — Cartwright
	Craft and Process Studies— Glover
	Heggerty Phonemic Awareness Curriculum
	Phonemic Awareness: The skills that they need to help them succeed! - Heggerty
	Active Reading Classrooms - Kelly
	7 Mighty Moves - Kemeny
	Next Steps in Literacy Instruction - Smartt & Glaser
	UFLI Foundations Manual
	A Teacher's Guide to Getting Started with Beginning Writers - Wood Ray & Cleaveland

A Teacher's Guide to Vocabulary Development Across the Day - Wright




Beyond the Simple View of Reading

<u>Decatur Public Schools - MTSS diagram</u>

Defining MTSS with Stephanie Stollar - Podcast

Evidence for a New Era of Reading Instruction

How We Learn To Read - Harvard Medical School

International Dyslexia Association Ontario

ONlit - Fluency Overview

Reading As Meaning Making - Victoria State Government, Department of Education (Australia)

Reading Rockets: The Active View of Reading

Reading Rockets - Basics: Sight Words & Orthographic Mapping;

Reading Rockets: Models of Reading

Reading Rockets: What is the Alphabetic Principle?

Science of Reading Defining Guide

Shanahan on Literacy

TheSixShifts.com

Maryanne Wolf











Program Co-ordinator & Teacher Consultant lisa@popey.ca



Teacher Consultant

megan@popey.ca

Connect with us online!



<del> </del>	


ا ل	