



Provincial Outreach Program for the Early Years

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School District 42
Maple Ridge & Pitt Meadows

Learning Today, Leading Tomorrow

Learning Series - Day 1 Foundational Literacy Skills

November 12, 2024

8:45am - 2:45pm

Connect with us online!



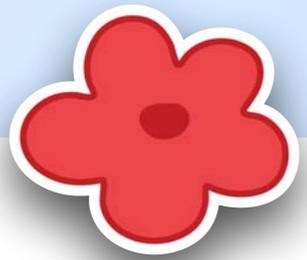
@POPEYBC



@popeybc

Presenters:
Lisa Thomas
Megan Zeni

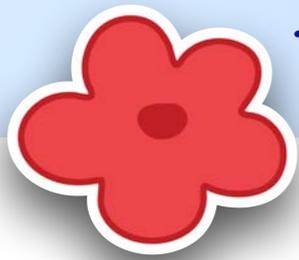
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Our learning objectives

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...

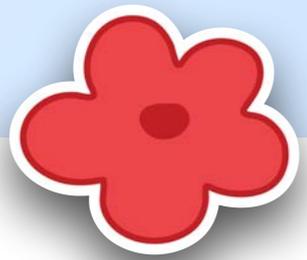
- be enthusiastic explorers of words:
 - ★ puzzle out letter–sound relationships
 - ★ see patterns
 - ★ take words apart
 - ★ investigate meanings
- connect to words in an active way



To **expand** their reading and writing powers



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

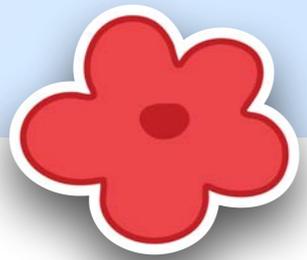


It doesn't need to be either/or

➔ **and, and, and...**

Decodable texts	vs.	Authentic literature
Research	vs.	Classroom Practice
The art of teaching	vs.	The science of reading
Individual student needs	vs.	Whole class efficiency
Direct instruction	vs.	Discovery learning
Practice in isolation	vs.	Practice in context
Mastery of skills	vs.	Joy of reading
Structure	vs.	Choice
Urgency	vs.	Joy

Comprehensive = complete; including all elements or aspects of something

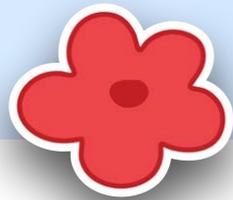


De-mystifying the Science of Reading

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

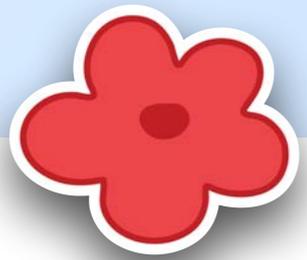


De-mystifying the Science of Reading

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



Structured Literacy

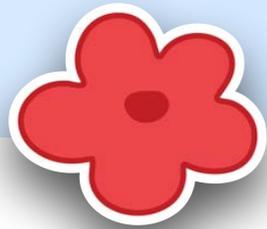
WHAT is taught:

- Both foundational skills
- AND
- Higher-level literacy skills

HOW it is taught

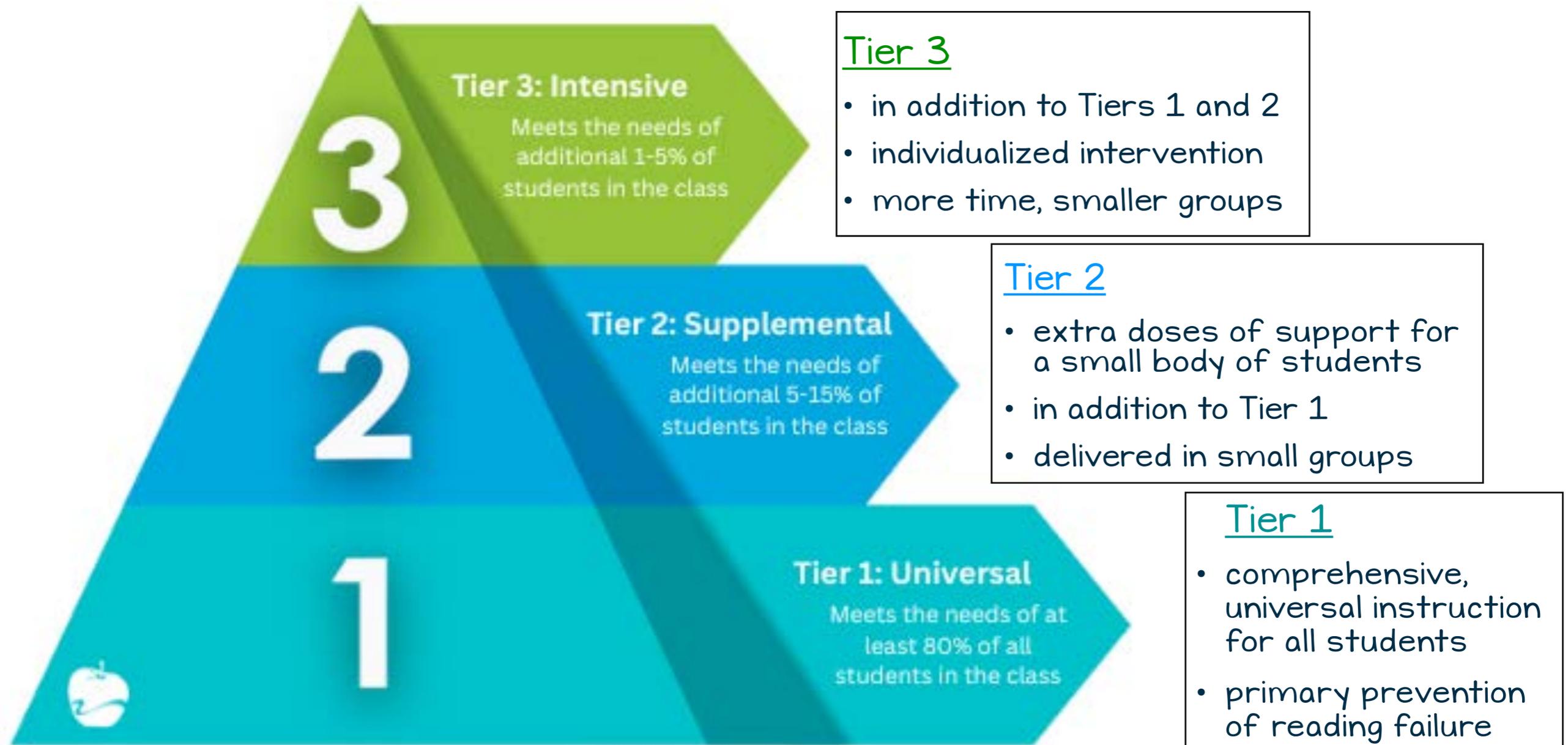
- Systematic and Cumulative
 - Organized, from simple to complex, follows a scope and sequence
- Explicit
 - Direct instruction
 - “Today we are learning to...”
- Continuous student-teacher interaction
- Not assuming all students can infer concepts
- Careful and considered practice
- Prompt and specific feedback (corrective if needed)

I Do. We Do. You Do.

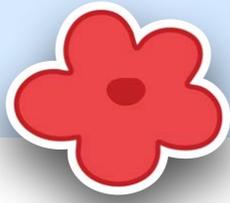


MTSS – Multi-Tiered System of Supports

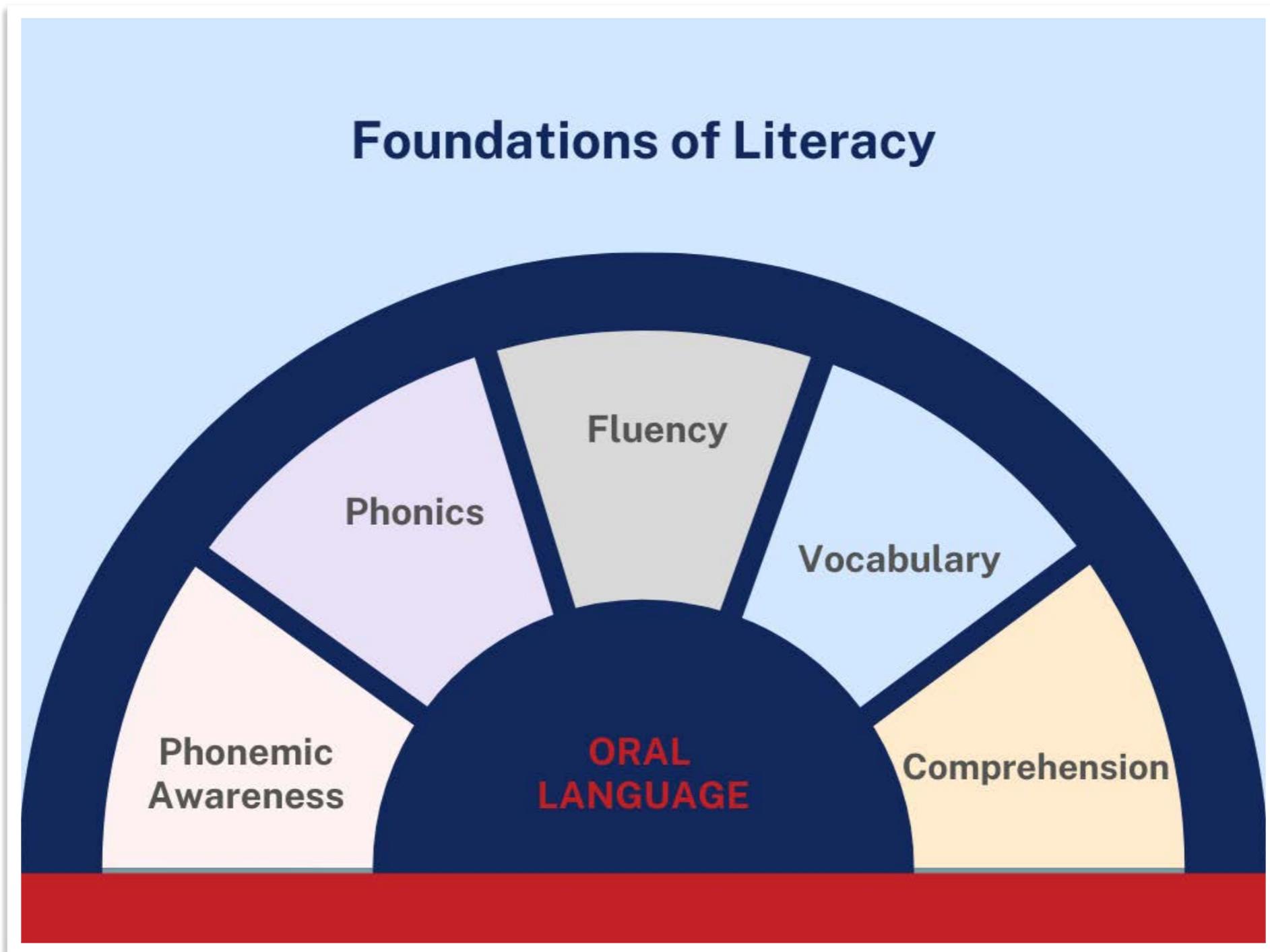
set up to be a **continuum of instructional supports** that are available to every student from day one of kindergarten



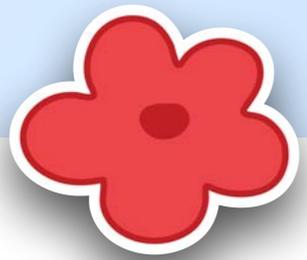
The MTSS model comes from the idea that we can prevent reading failure for the vast majority of students.



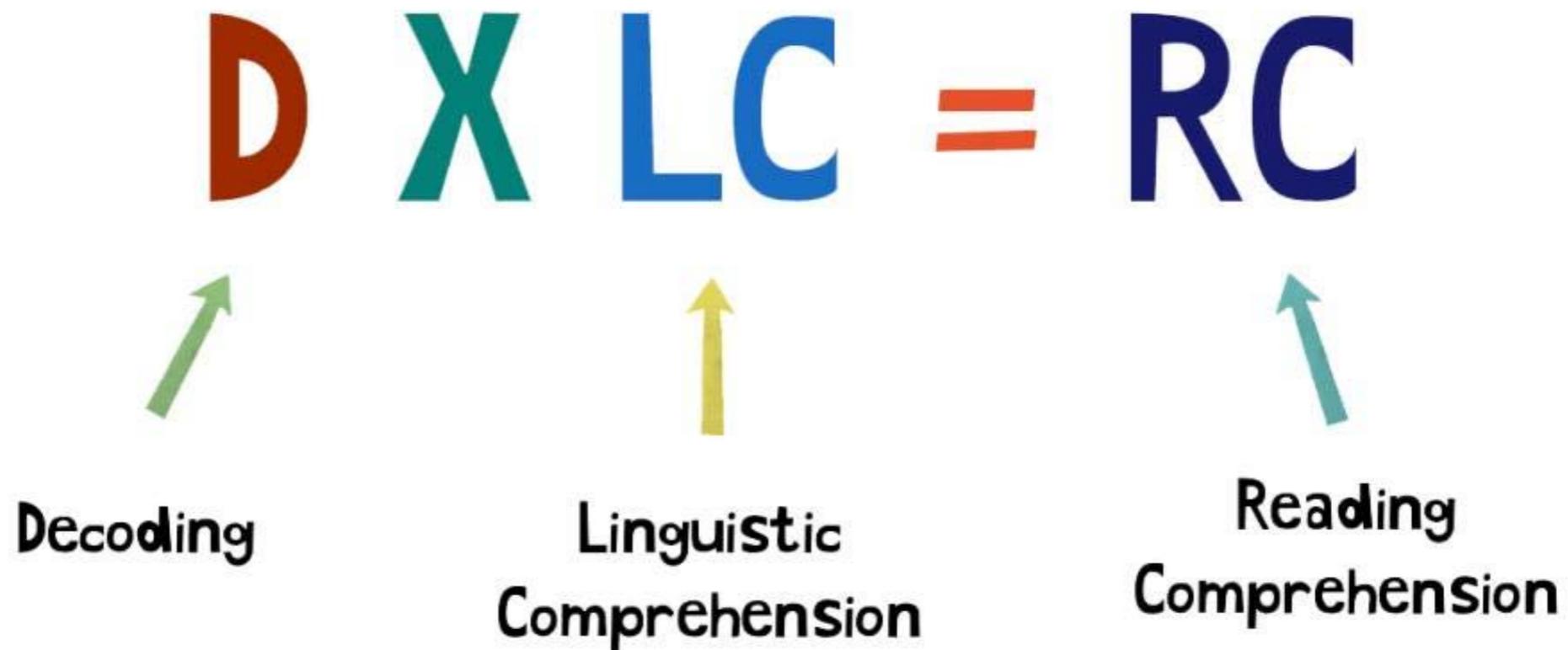
Foundational Skills for Reading

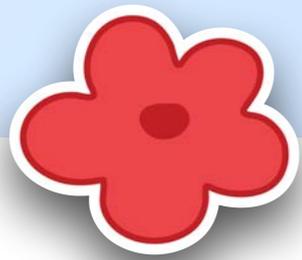


Proficiency in these foundational skills is necessary for all students to be reflective, critical, and independent readers.



The Simple View of Reading





Scarborough's Reading Rope: A Visual Metaphor

SCARBOROUGH'S READING ROPE (2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

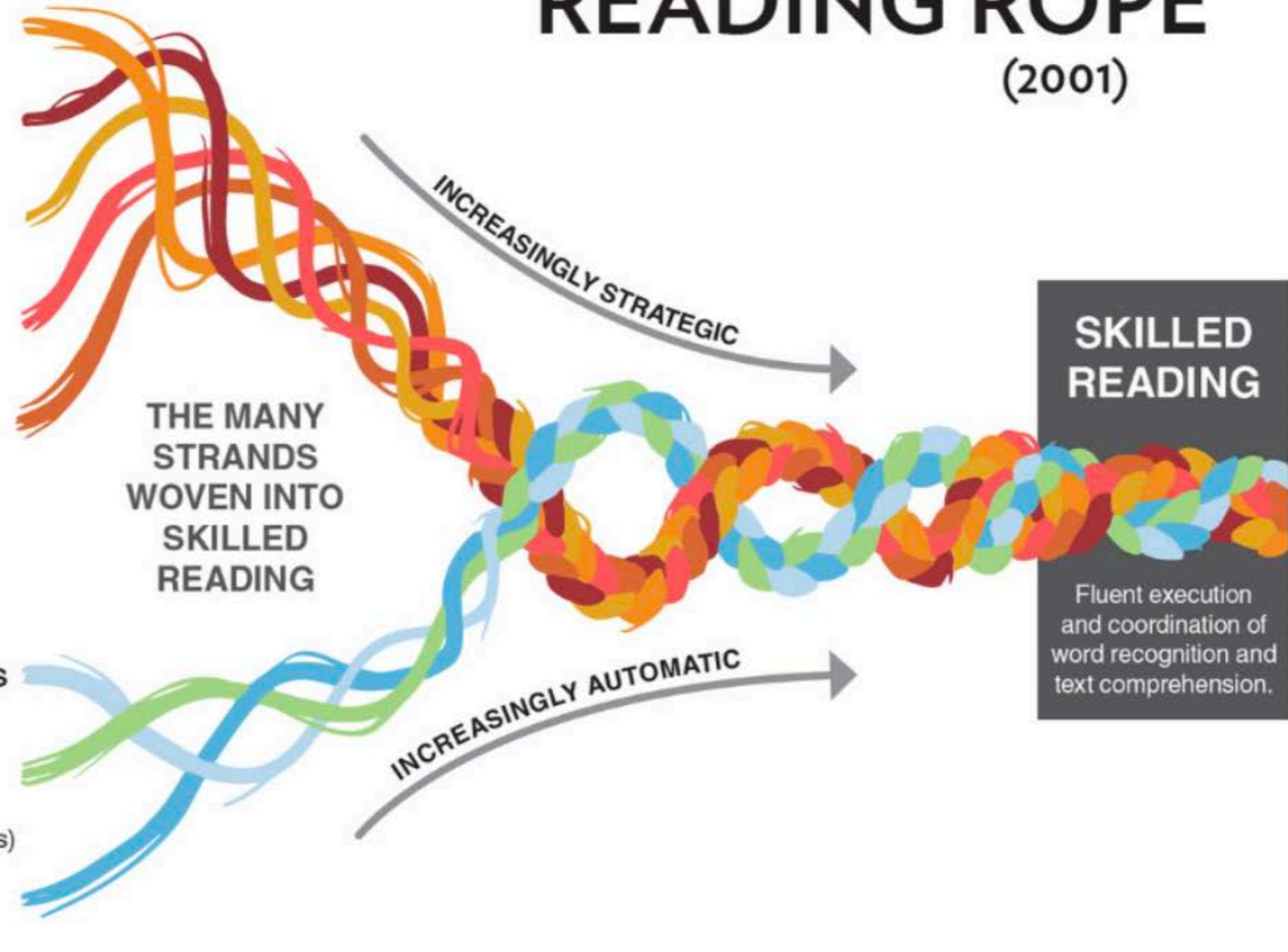
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

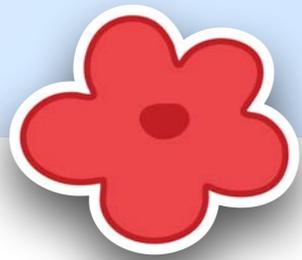
WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling-sound correspondences)

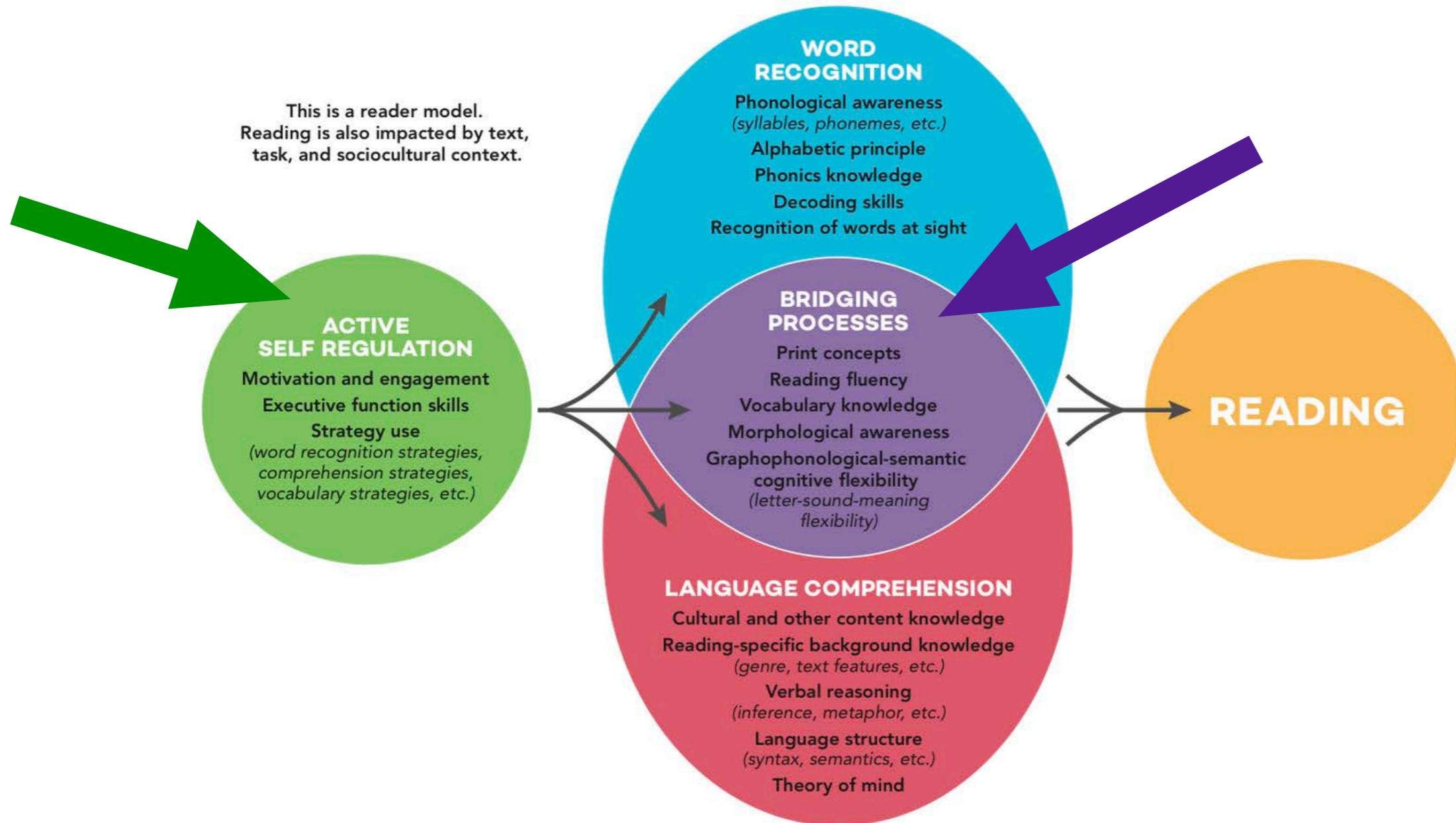
SIGHT RECOGNITION
(of familiar words)

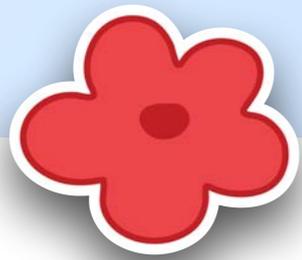




The Active View of Reading: A Reader Model

ACTIVE VIEW OF READING

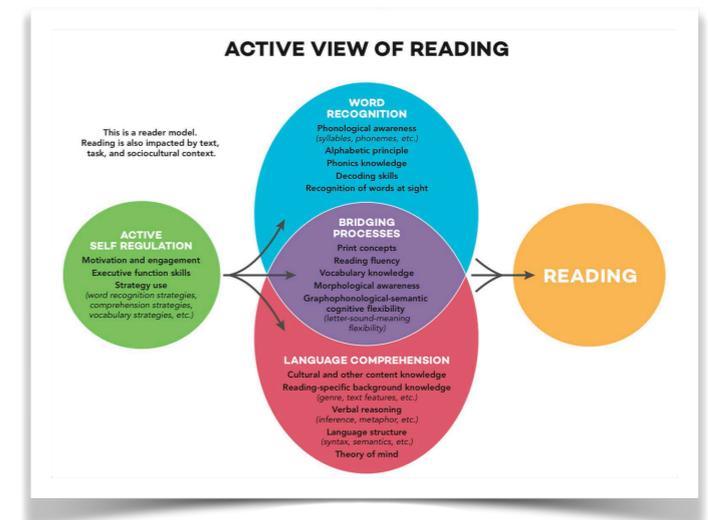
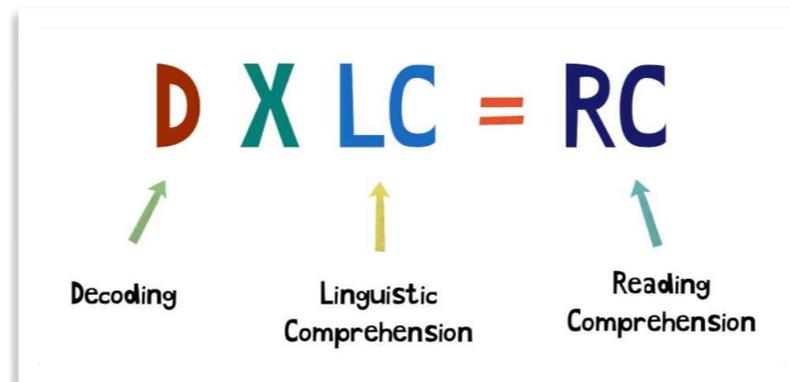
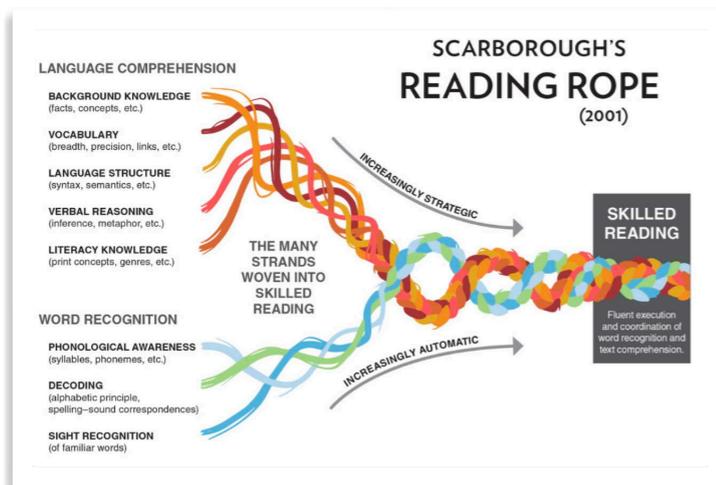




Lets unpack this together...

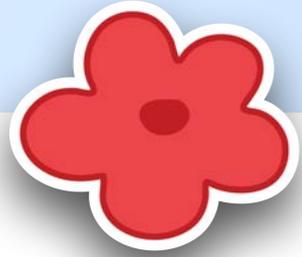
At your table groups, take a look at these three models of reading:

- Notice what is **similar**
- Notice what is **different**
- What's **new, interesting, or affirming** to you?



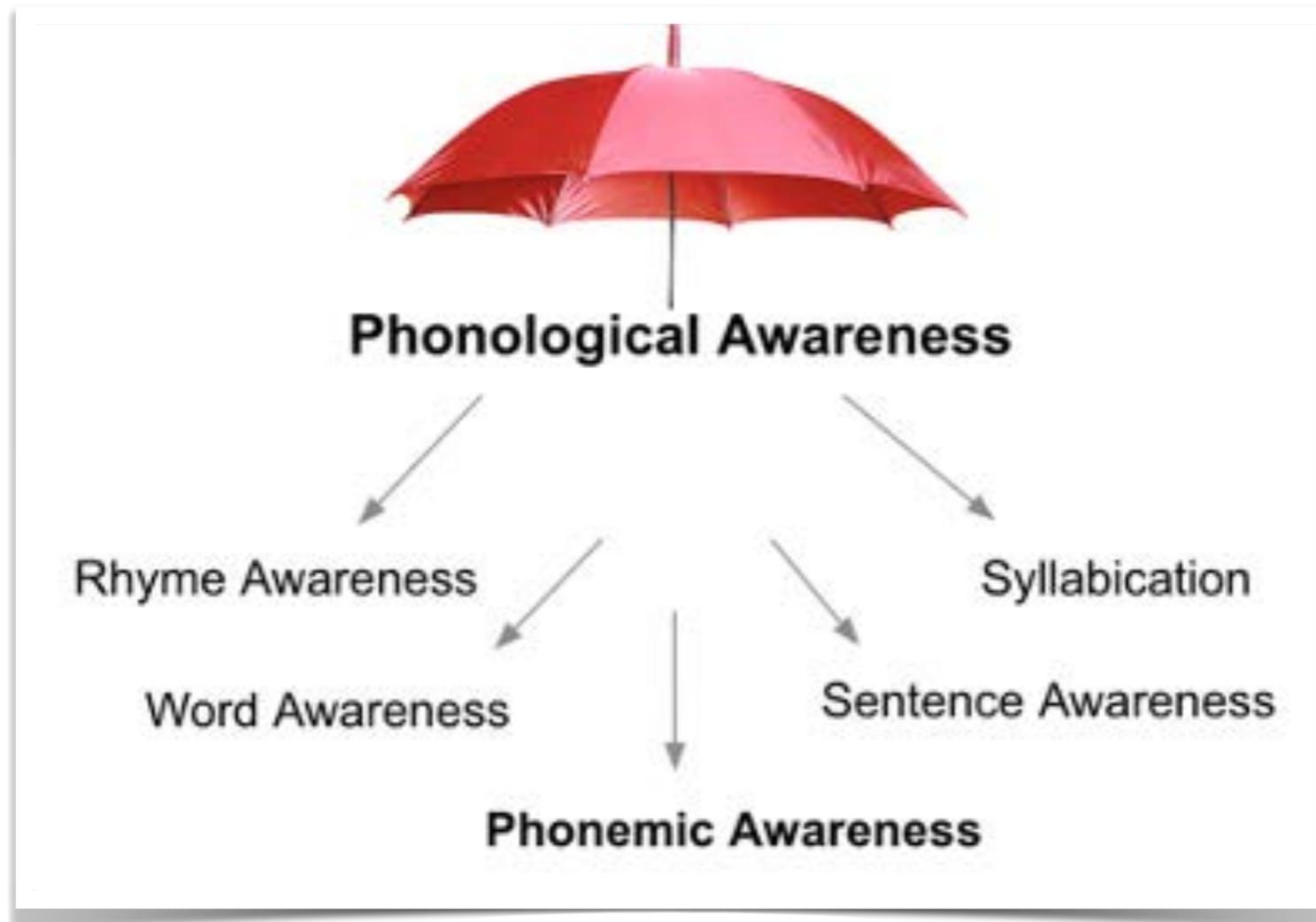
It is worth noting that:

All three of these are **models/representations** of reading, not of reading instruction or learning to read. They describe the process of reading, the abilities one must marshal to read. – Shanahan, 2023

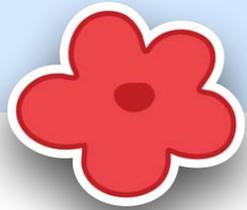


Phonemic Awareness

the ability to notice and manipulate individual sounds in spoken language

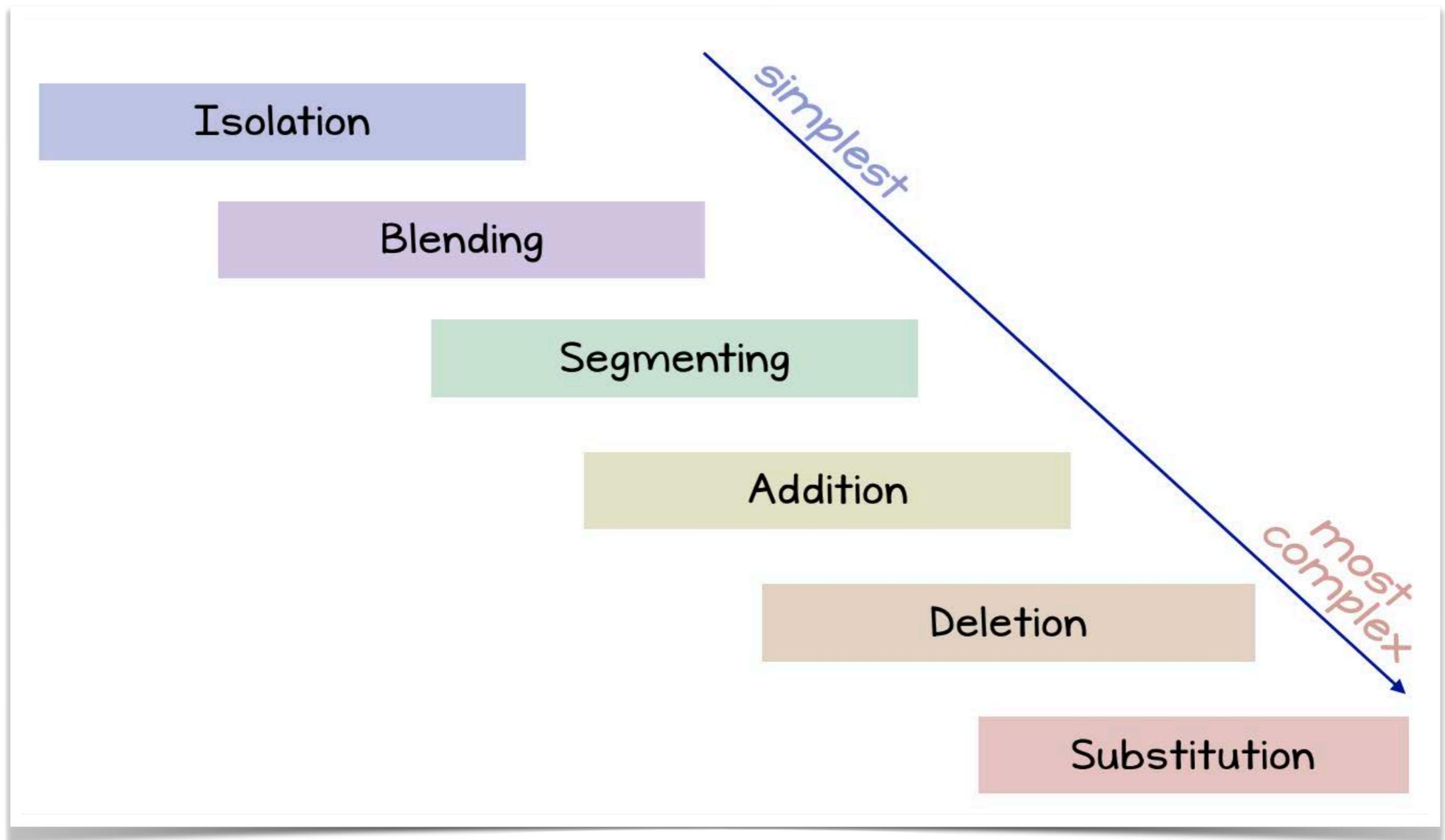


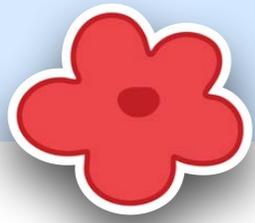
Over nearly four decades of research, “phonemic awareness has consistently been found to be the strongest precursor to, and predictor of, reading achievement” (Kenner, et al).



A scope & sequence for phonemic awareness

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



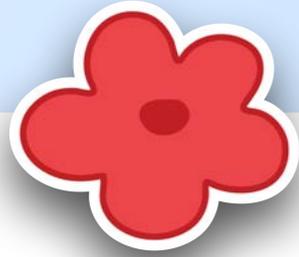


Intentional, systematic phonemic awareness instruction

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?



Phonemic Awareness Instruction

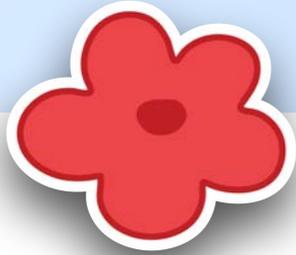
Keep in mind:

- 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



One Minute – Whole Class Instruction

Rhyme Repetition

T says word pair,
Students repeat:

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

Onset Fluency

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

T: funny S: funny /f/

Blending Phonemes

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

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

Segmenting Phonemes

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

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

Examples:

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

Examples:

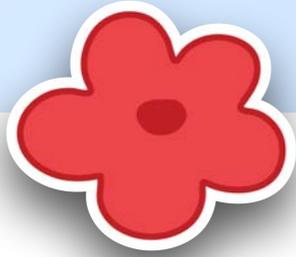
baker /b/
puppy /p/
dinner /d/
gentle /j/
happy /h/

Examples:

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

Examples:

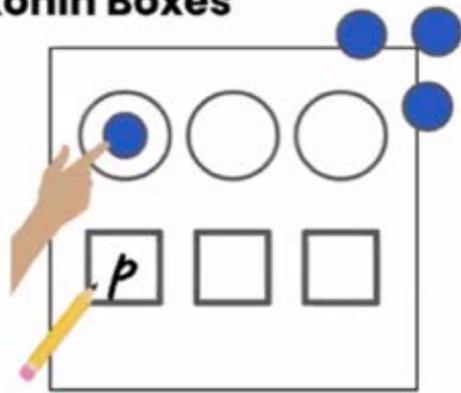
hop
run
map
play
grab



Small Group Supports for Phonemic Awareness

Manipulatives to support phonemic awareness & orthographic mapping

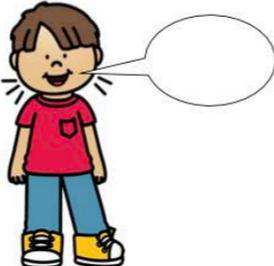
Elkonin Boxes

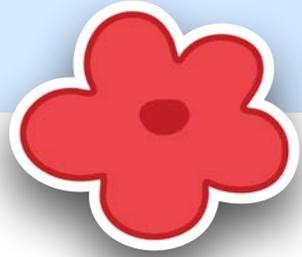


Tip: Mix it up and use play-doh balls, pompoms, little toys, or paint stampers to represent the sound!



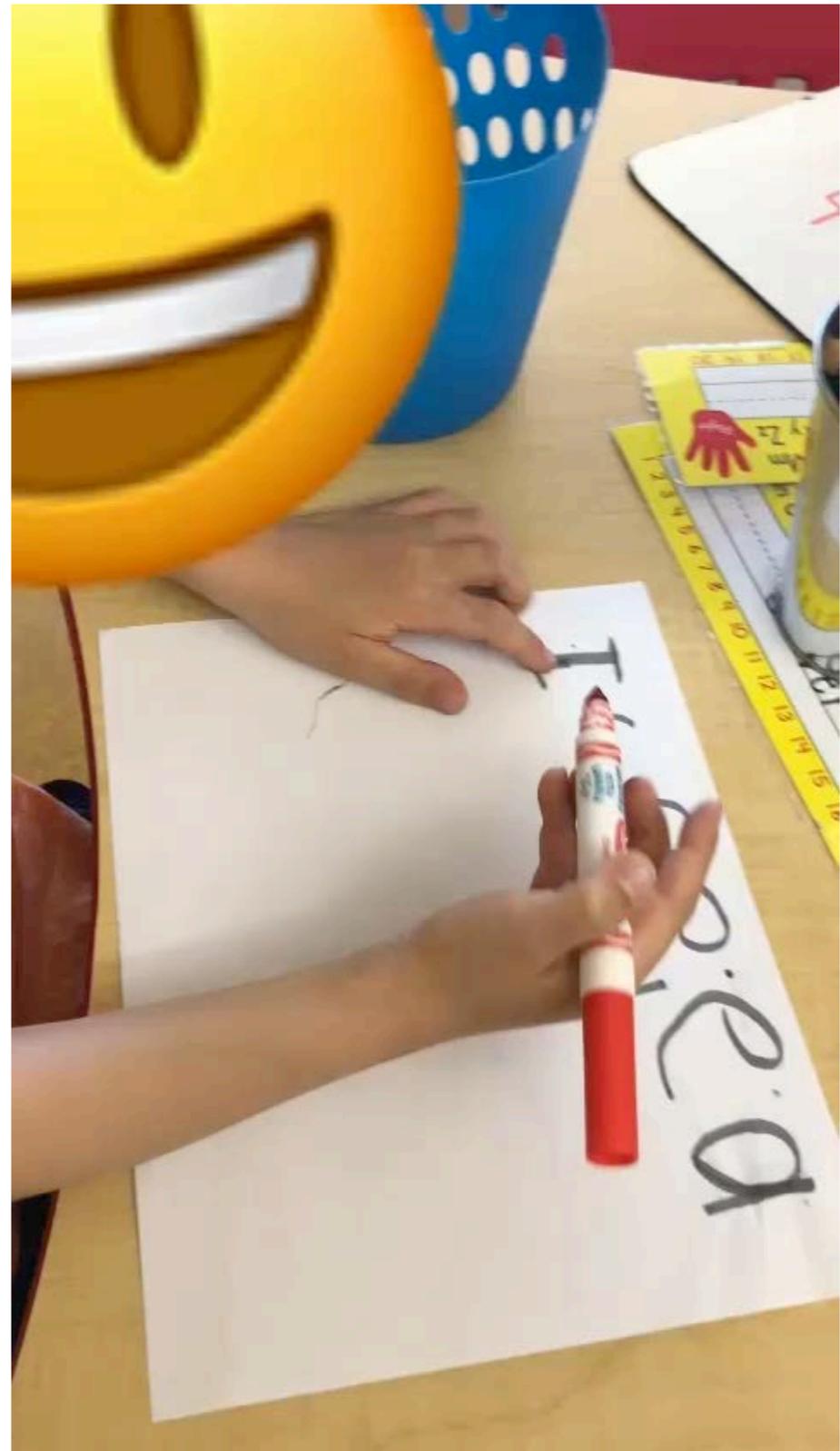
c / a / t

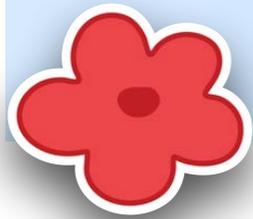
<p>Say it</p> 	<p>Connect to Meaning</p> 	<p>Stretch it</p> 
<p>Tap it</p>  <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">○</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="width: 60px; height: 60px; border: 1px solid black;"></div> <div style="width: 60px; height: 60px; border: 1px solid black;"></div> <div style="width: 60px; height: 60px; border: 1px solid black;"></div> <div style="width: 60px; height: 60px; border: 1px solid black;"></div> <div style="width: 60px; height: 60px; border: 1px solid black;"></div> </div>		
<p>Write it</p> <hr/> <hr style="border-top: 1px dashed black;"/> <hr/>	<p>Check it!</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	



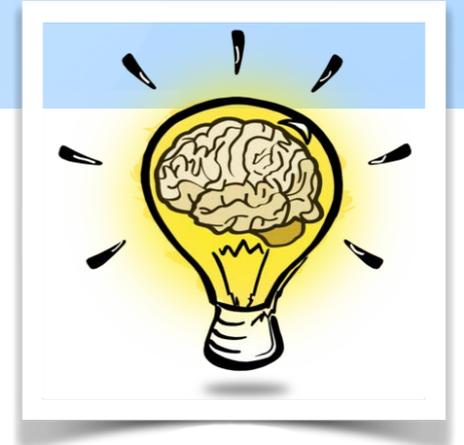
Phonemic Awareness Application

Erhi et al. suggest that “phonemic awareness is not **taught** for its own sake but rather **for its value** in helping children **understand and use the alphabetic system to read and write**”. Further, that it ought **not** to be taught “blindly in isolation ad nauseam without any connection to reading and writing” (2001).





Readiness Skills



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

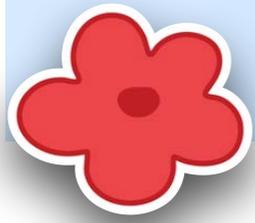
Phonemic Awareness

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



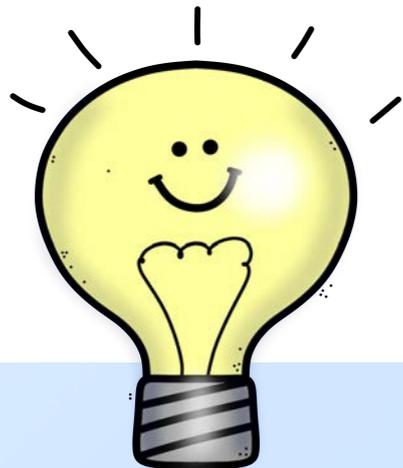
Letter Sound Recognition & Alphabetic Principle

How many word can you make
from these letters:

s, m, t, d, l

VS

s, m, a, t, d

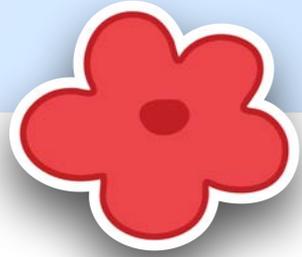


“

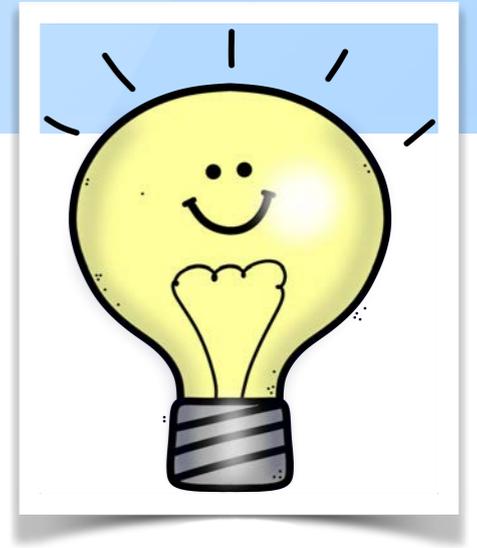
“When a child memorizes ten words,
they can only read ten words.
If a child learns the sounds of ten
letters, they will be able to read:
350 three-sound words,
4,320 four-sound words and
21,650 five-sound words”.

”

Dr Martin Kozloff

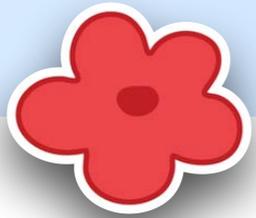


Quick Share – Mirrors & Windows



Turn and talk at your table groups:

- What are you currently doing to develop phonemic awareness for your students?
- What is one thing you might get started with right away?



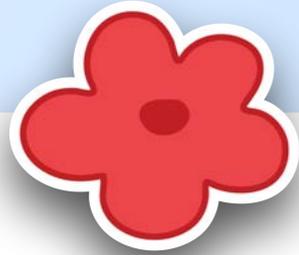
Characteristics of Strong Phonics Instruction

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



Engaging * Active * Social * Reflective



Mini-Lesson: time for students to do the heavy lifting

Mini-Lesson Structure

I do



WE do



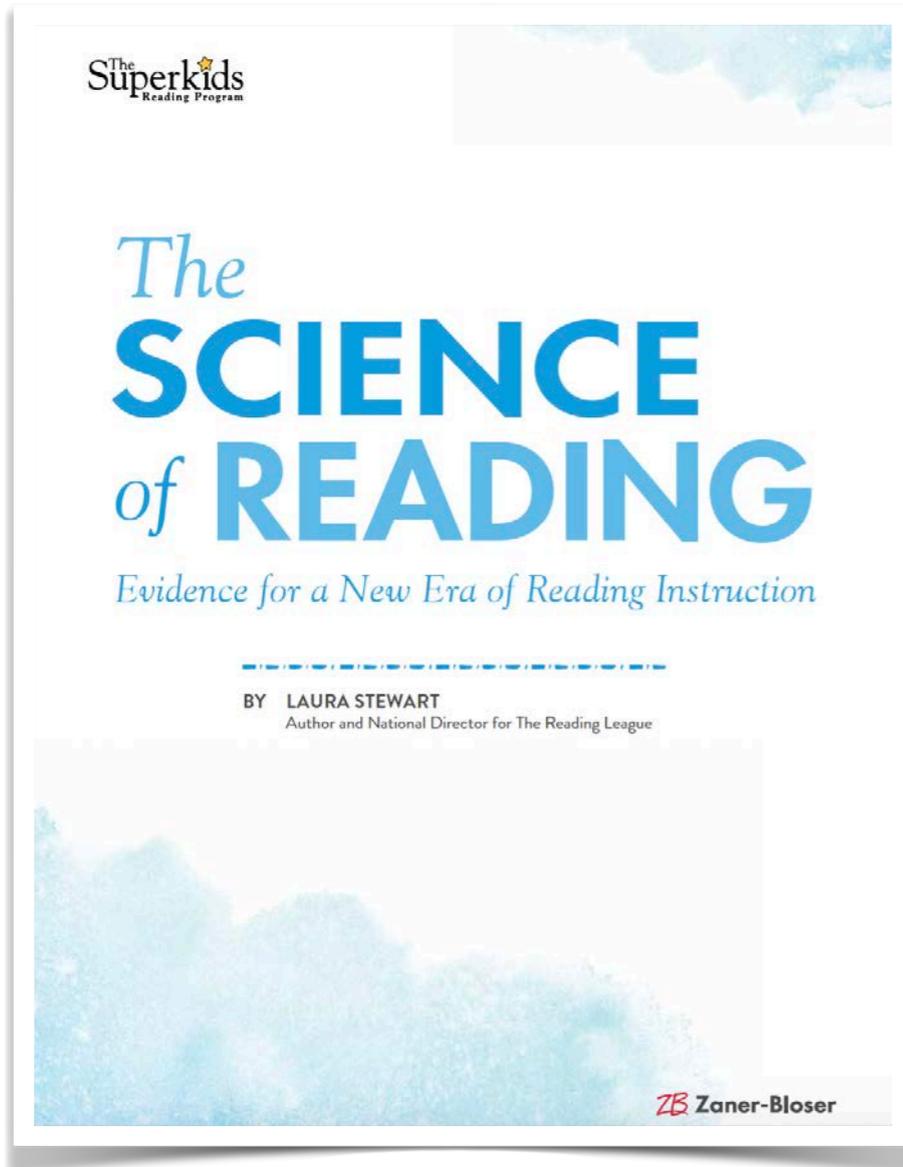
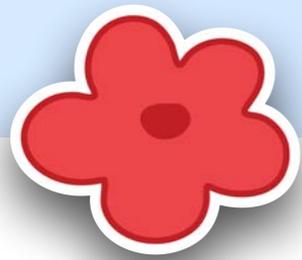
YOU do

- mini, not maxi (five minutes)
- strategy-focused
- model, model, model

- direct and explicit instruction
- guided practice in a safe, supportive setting
- gradual transfer to independence

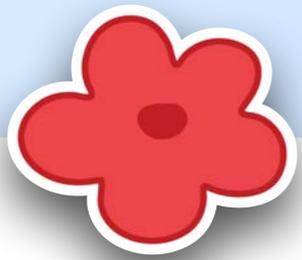
“Whoever does the **work** in the lesson does the **learning**”

– Wiley Blevins



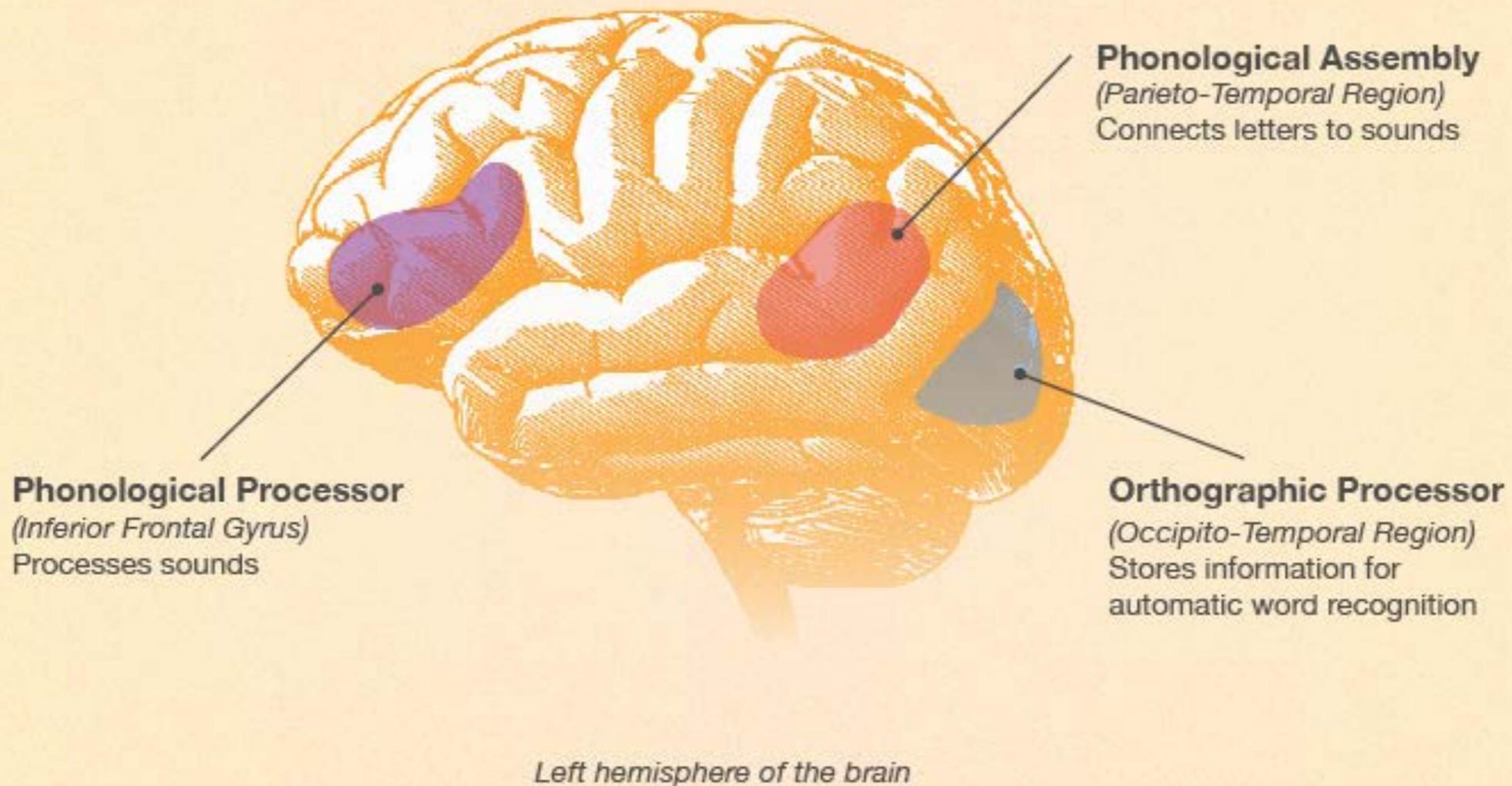
- * False theories about learning to read
- * The development of the reading brain and the connection between print and sound (alphabetic principle)
- * Models – simple view, the reading rope
- * What needs to be taught
- * Putting it all together & next steps
- * **Reflect**: What are your mirrors? Windows?
- * **Discuss**: wonderings, connections, conclusions

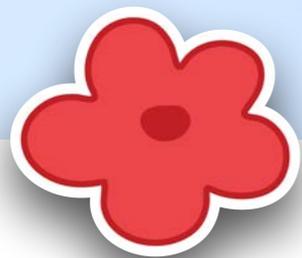
“The neural **circuitry** that is **necessary** to read is created primarily through **instruction**.”



The Reading Brain

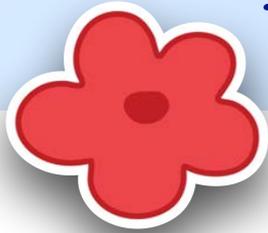
REGIONS OF THE BRAIN ASSOCIATED WITH READING





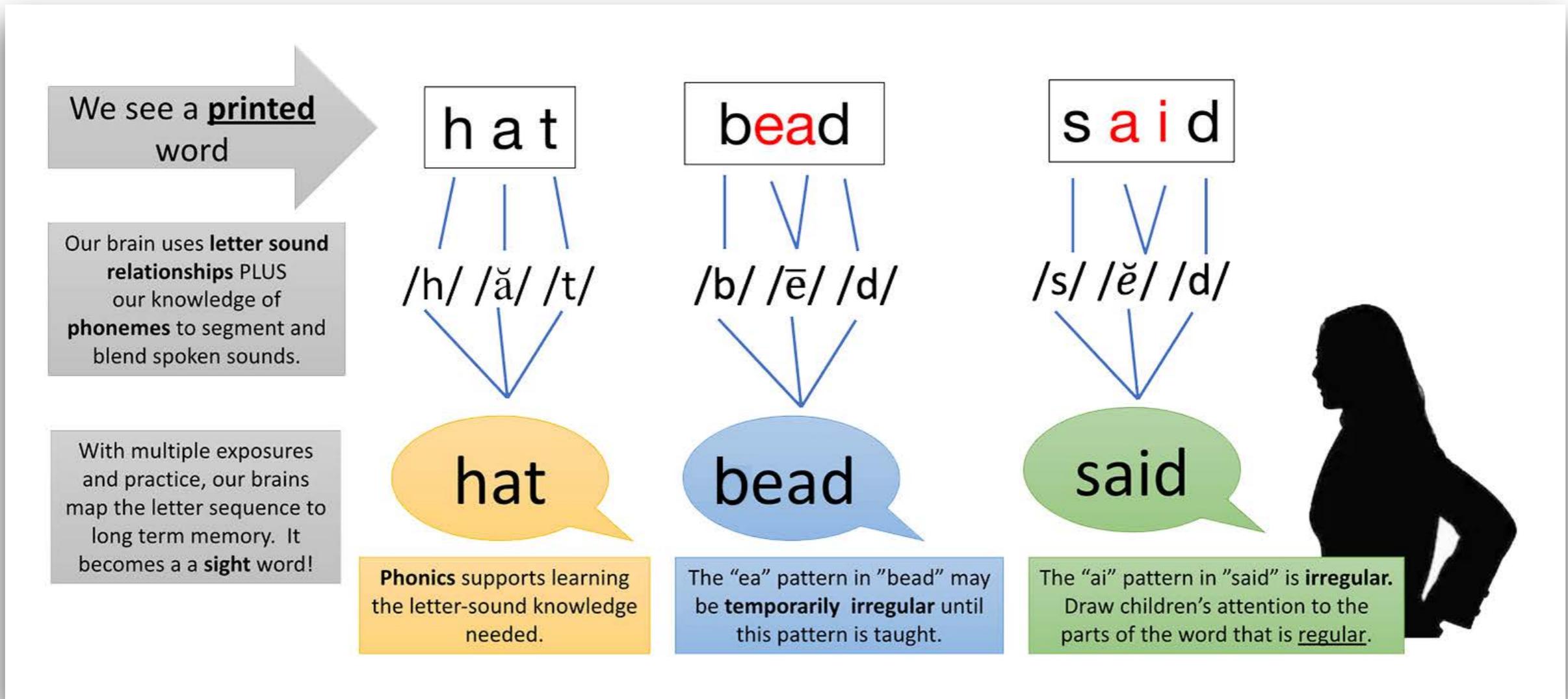
The Reading Brain



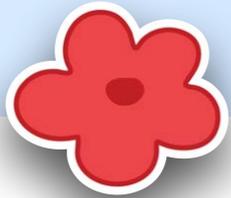


The role of orthographic mapping in learning to read

The **process** of storing a word permanently in memory for instant retrieval is called **orthographic mapping**.



Creating a sight word involves **forming permanent connections** between a word’s **letters**, its **pronunciation**, and its **meaning** in memory.

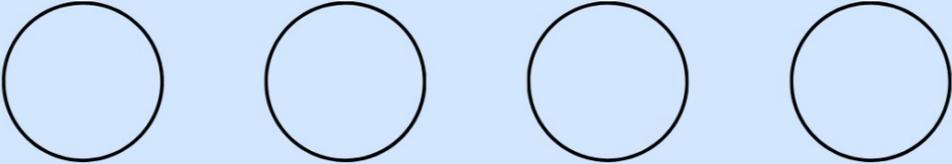


Word Mapping

supporting the cognitive process of orthographic mapping

Word mapping is a physical way to represent the relationship between the phonemes (sounds) and graphemes (letters).

WORD MAPPING

 Say the word
 Tap the word
 Map the word

d	u	ck	
---	---	----	--

 Graph the word

 Write the word
 
 Check for meaning
 Check for context



A scope and sequence for phonics instruction

Alphabet Knowledge

CVC

Blends & Digraphs

Silent E

R-Controlled

Vowel Teams

Multi-syllabic

Fluency

Vocabulary

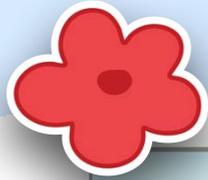
simple

complex

Explicit

Systematic

Cumulative



High frequency power words

109 Power Words

Jan Burkins and Kari Yates © 2020 TheSixShifts.com

1	*the	21	be	41	which	61	into	81	made	101	get
2	*of	22	this	42	their	62	has	82	over	102	through
3	*and	23	from	43	said	63	more	83	did	103	back
4	*a	24	I	44	if	64	her	84	down	104	much
5	*to	25	have	45	do	65	two	85	only	105	before
6	*in	26	or	46	will	66	like	86	way	106	go
7	*is	27	by	47	each	67	him	87	find	107	good
8	*you	28	one	48	about	68	see	88	use	108	new
9	*that	29	had	49	how	69	time	89	may	109	write
10	*it	30	not	50	up	70	could	90	water		
11	*he	31	but	51	out	71	no	91	long		
12	*for	32	what	52	them	72	make	92	little		
13	*was	33	all	53	then	73	than	93	very		
14	on	34	were	54	she	74	first	94	after		
15	are	35	when	55	many	75	been	95	words		
16	as	36	we	56	some	76	its	96	called		
17	with	37	there	57	so	77	who	97	just		
18	his	38	can	58	these	78	now	98	where		
19	they	39	an	59	would	79	people	99	most		
20	at	40	your	60	other	80	my	100	know		

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

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

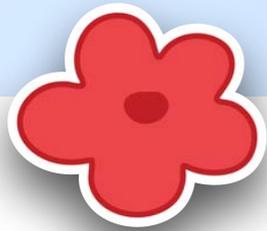


High-leverage instructional routines for phonics instruction

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

- ✓ Let's **play** with sounds – daily
- ✓ Let's **study** something **new** – 1–3 times per week
- ✓ Let's **blend** some words – daily
- ✓ Let's **build** some words – 2–3 times per week
- ✓ Let's **write** some words – 2–3 times per week
- ✓ Let's **study** some spellings – 2–3 times per week
- ✓ Let's **read!** – daily
- ✓ Let's **review** something that was a little **tricky** – as needed

Including **both** systematic phonics and meaningful interactions with texts leads to the most powerful outcomes for beginning readers.

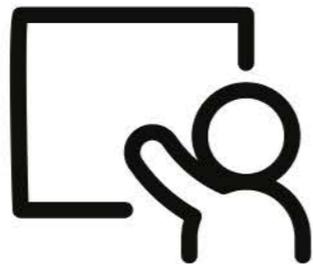


Phonics Instruction: A Lesson Flow



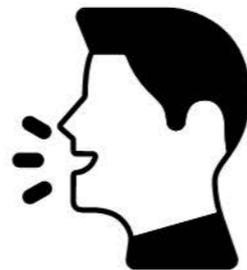
HEAR IT

- phonemic awareness



TEACH IT

- name and teach new skill/sound



DECODE IT

- decode words with target skill



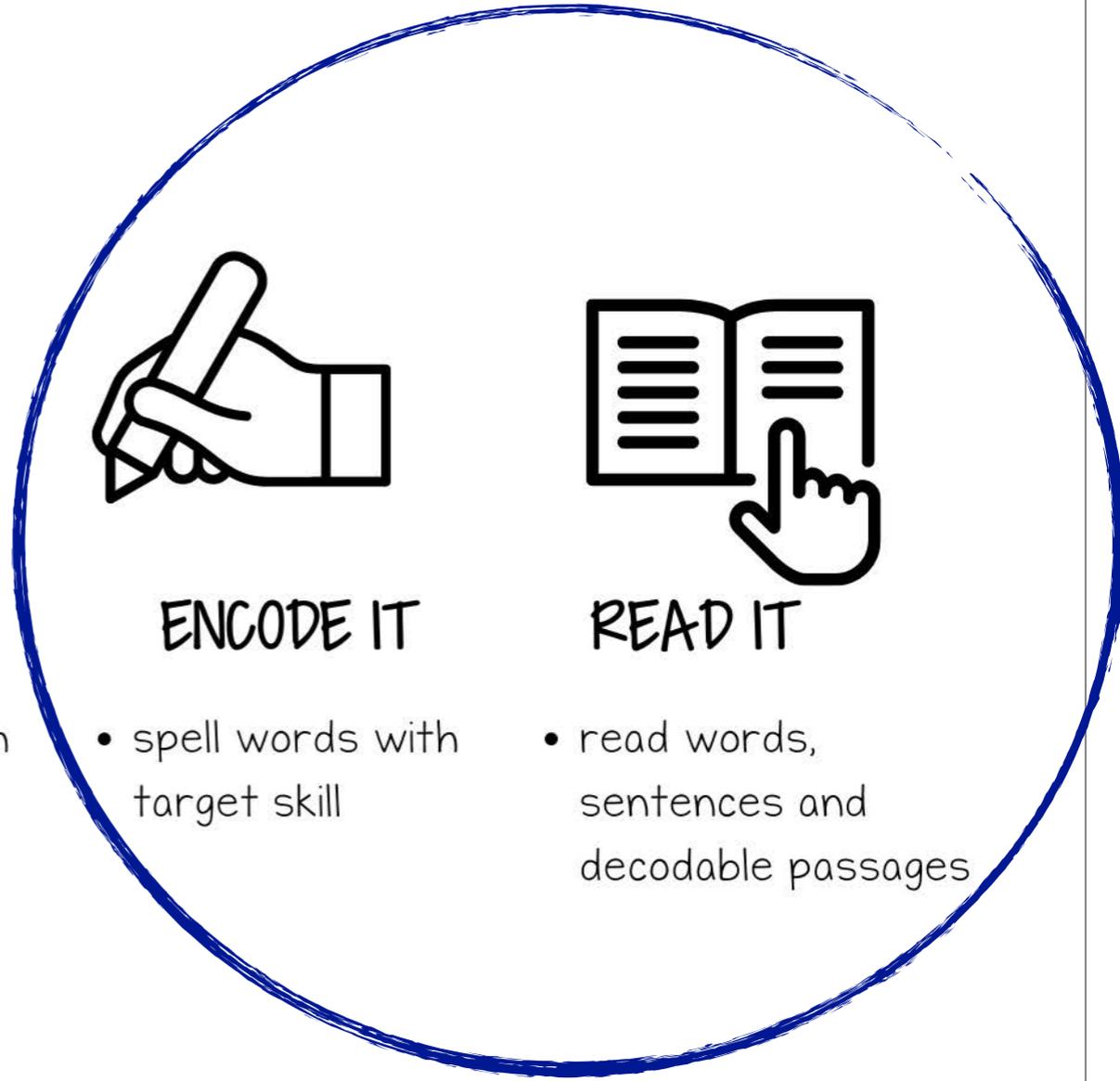
ENCODE IT

- spell words with target skill

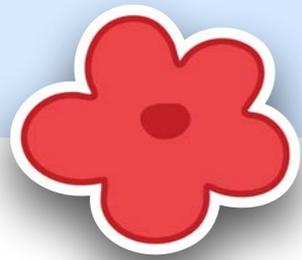


READ IT

- read words, sentences and decodable passages



The last two steps should be approximately 50% of your lesson time. Blevins states “students progress at a much faster rate in phonics when the bulk of instructional time is spent on applying the skill to authentic reading and writing experiences” (2017).



Phonics Instruction

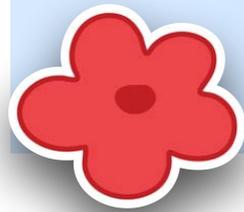
Keep in mind:

- 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!



Word Ladders – playing with sounds, letters, words

at
bat
cat
fat

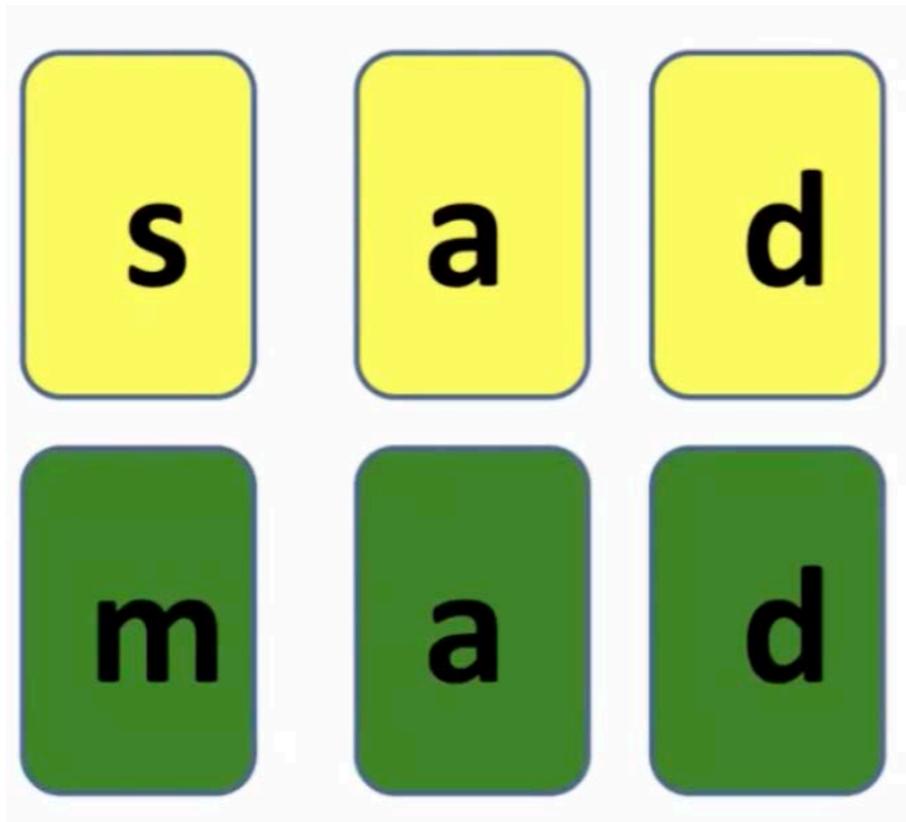
log
dog
dig

bike
like

Easily differentiated to be responsive to your students' varied abilities & needs, and can be extended to a literacy centre for additional engagement & practice.

Teacher Language

(Begin with sad.) Change sad to mad.



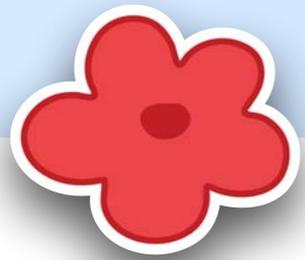
Skill

encoding

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.



Instructional Strategy: Word Chains

Teacher Language

Skill

(Begin with **mat**.) Change **mat** to **sat**.

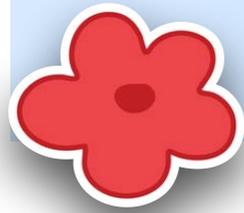
Change the **S** to an **F**.
Now tell me what word you have?

Change **fat** to **fit**.

Change the **F** to an **S**. What word is that?

What letter do you need to change **sit** to **lit**?

Now add an **S** to the beginning of **lit**.
What word do you get?



A Phonics Centre Activity – Letter Bank

Word Awareness

1		l	e	g
2				
3				
4				
5				

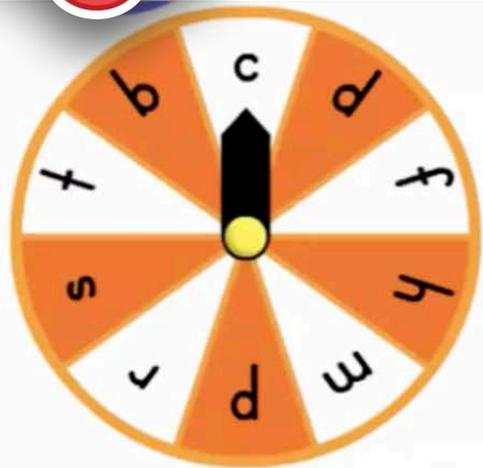
Letter Bank

b	d	d	e
e	e		
e			
l	n	n	
p	s	t	

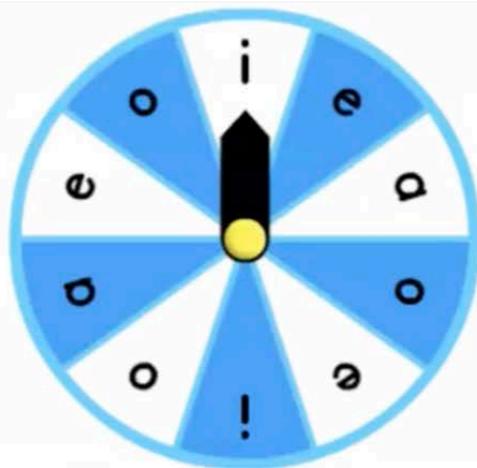


A Phonics Centre Activity – Spin It

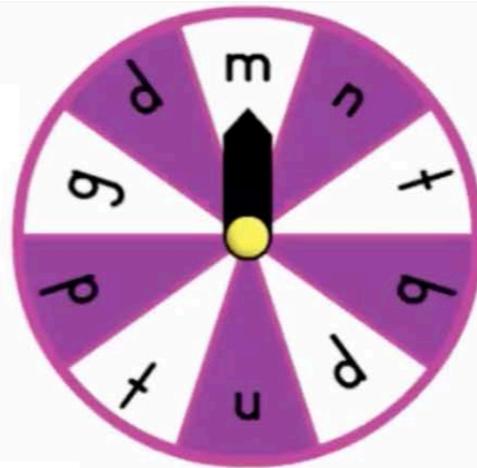
Word Awareness



Spinner 1



Spinner 2



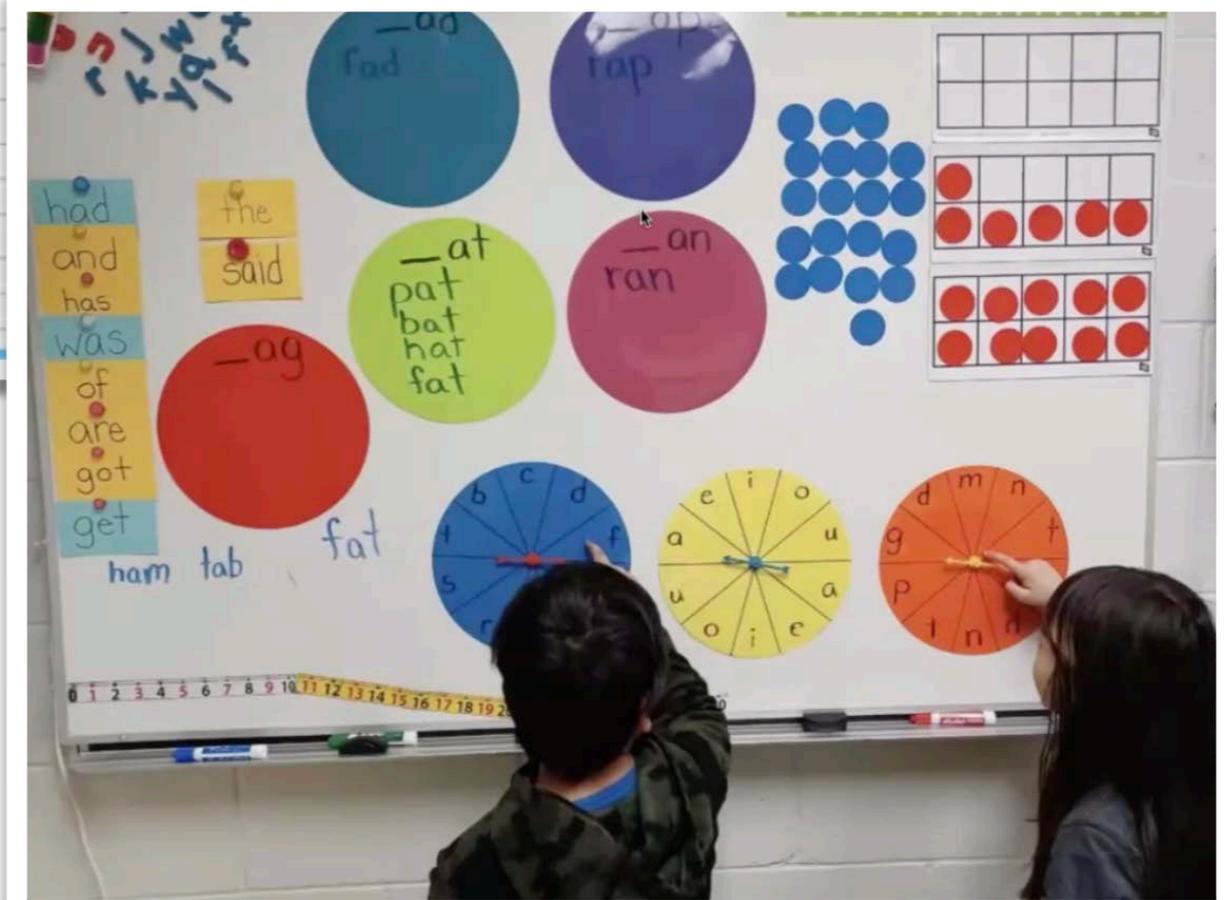
Spinner 3

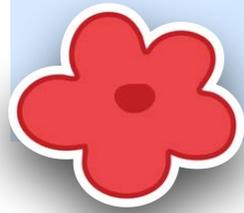
TEAM 1

Handwriting practice lines for Team 1, including a green box with the text "Organize list by spelling pattern".

TEAM 2

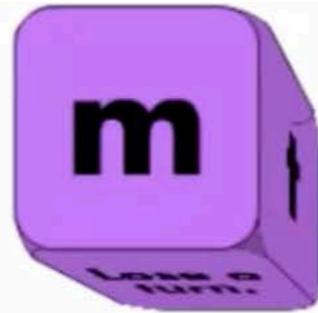
Handwriting practice lines for Team 2.





A Phonics Centre Activity – Roll It

Word Awareness

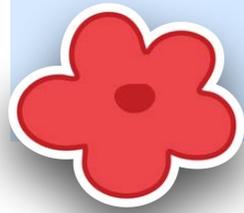


TEAM 1

-ear	-air	-are

TEAM 2

-ear	-air	-are



Spelling or Syllable Cards

High engagement. Targeted.

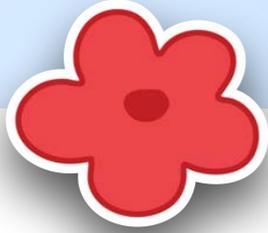
Students practice **decoding** and **encoding** by manipulating, deleting, substituting, and blending **recently taught** letters & sounds to make new words.

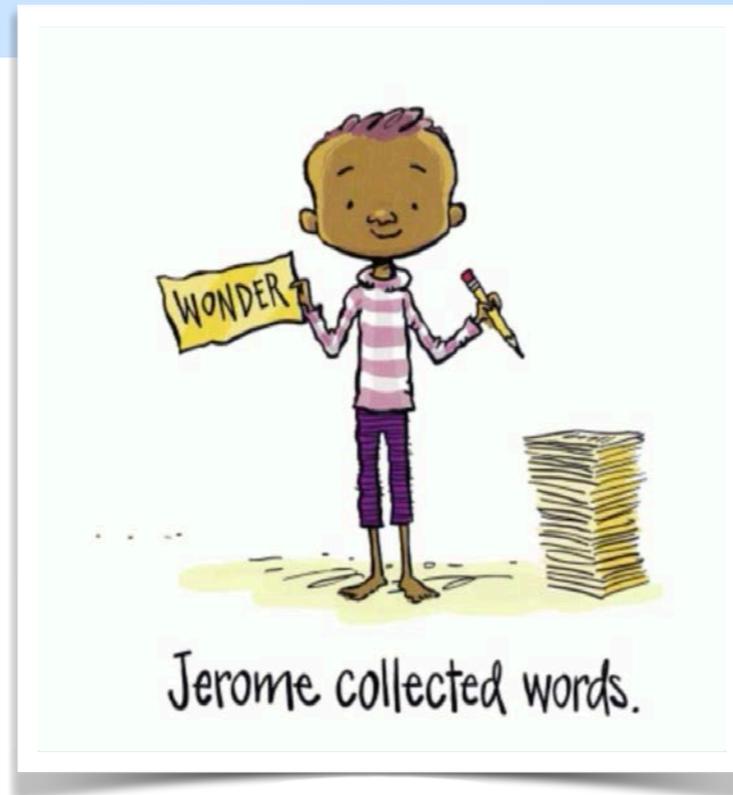
Spelling or Syllable Cards

s a d m o p t

- Use small set of letter cards.
- Focus on target skill at first.
- Then fold in review skills.
- Do subset during small groups for students needing extra support.

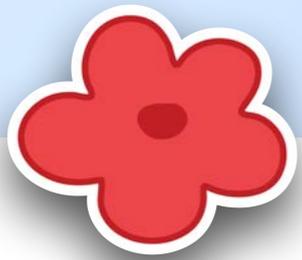
sad	sad	sad	sad	sad
mad	sat	sat	map	mad
bad	hat	sit	map	map
had	had	hit	tap	mop
		hat	tan	top
			man	tap
				tan
				man





...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



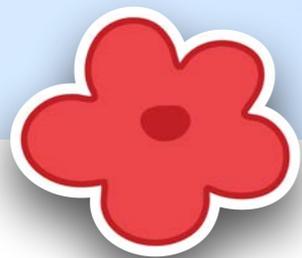
Decodable Texts

a teaching tool to support phonics instruction



"Without aligned texts, readers are at risk of formulating the misguided hypothesis that reading is simply using pictures, and maybe a few letters, to infer the words. Worse yet, readers can begin to think that reading is just memorizing the text."

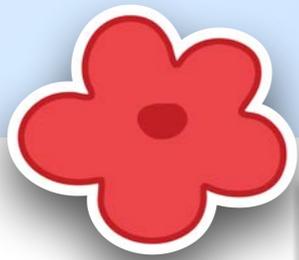
-Shifting the Balance 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom- Page 141



Patterned, Levelled Texts



Two small Yorkshire Terrier puppies are sitting inside a pair of brown leather boots. The background is a solid red color.	Three Cavalier King Charles Spaniel puppies are sitting in a field of green grass and small white and purple flowers. The background is a clear blue sky.
<p>Puppies get into lots of silly spots. 2 puppies are in the boots.</p> 	<p>Puppies get into lots of silly spots. 3 puppies are in the flowers.</p> 



Decodable Texts: letter/sound



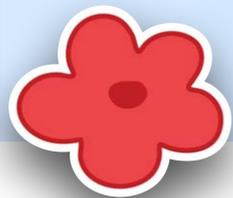
Whole Phonics™
Decodable Books, Workbooks, and More



Is the cap on a mat?
No! It is not on the mat.



Is Zac's cap on a can?
No! It is not on the can.

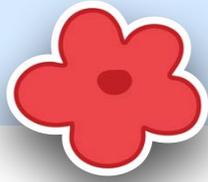


Considerations for choosing books

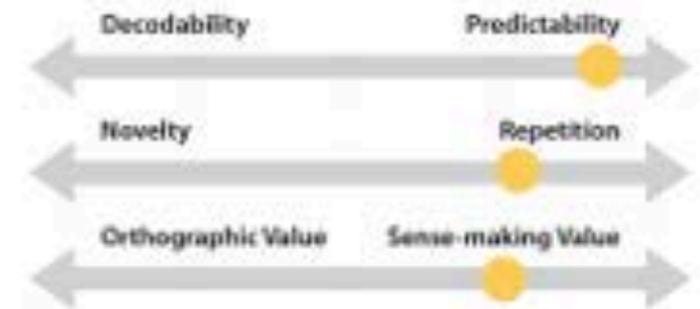
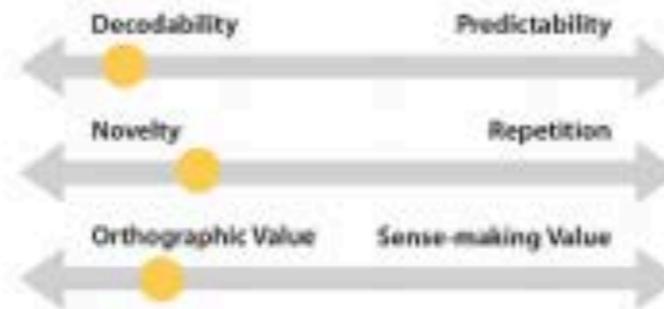
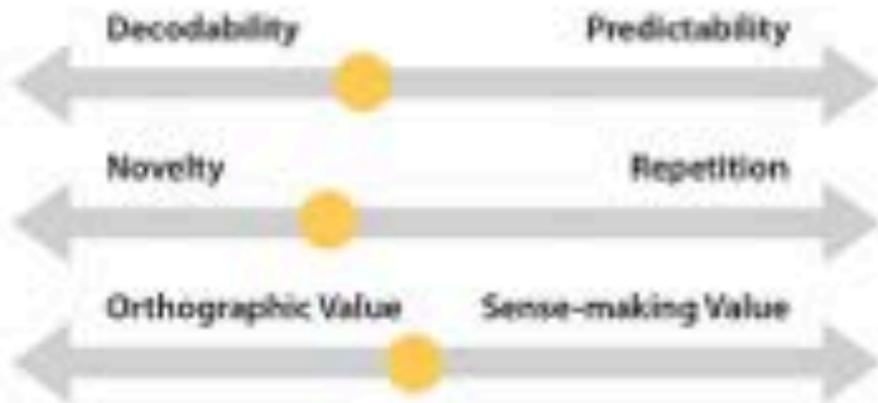
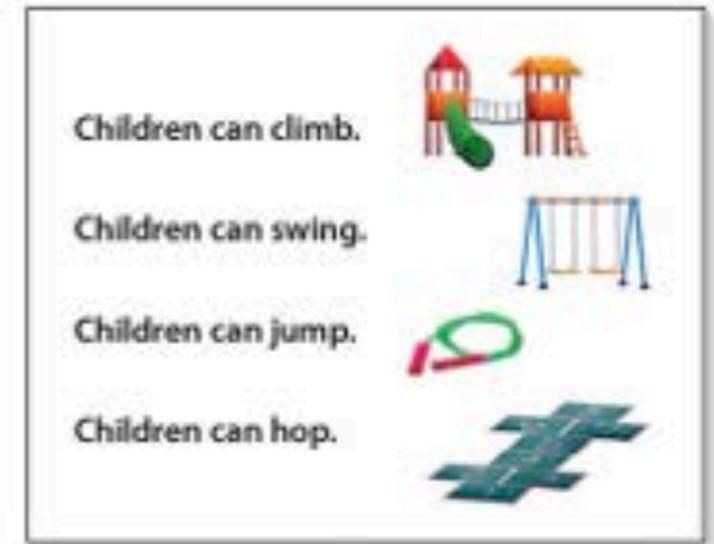
Questions to ask when considering beginning texts:

The three tensions...

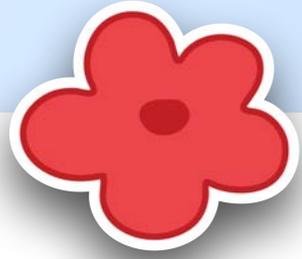
Decodability How regular are the words in the text?	Predictability Do the patterns and/or illustrations make the words easy to predict?
Novelty Will students encounter new words built from familiar sound-spellings?	Redundancy Are words or spelling patterns repeated to give st's practice with them?
Orthographic Value How aligned is the text with the student's current phonics knowledge?	Sense-making Value Does the text make sense? Does the text engage the reader in thinking?



Different texts for different purposes



Shifting the Balance by Jan Burkins and Kari Yates. Copyright © 2021.

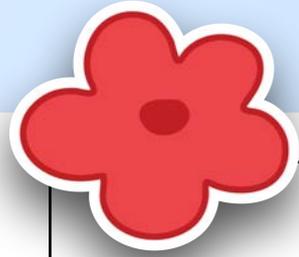


Fluency

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. (Zimmermann et al., 2021).
-

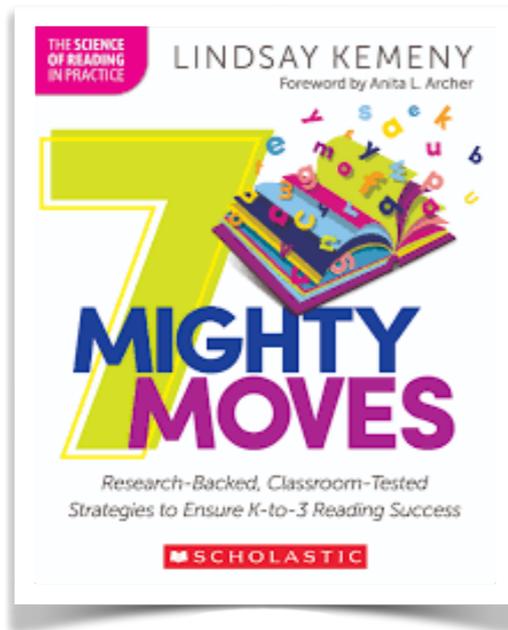
Fluency is the bridge between word recognition and comprehension.



Building Fluency

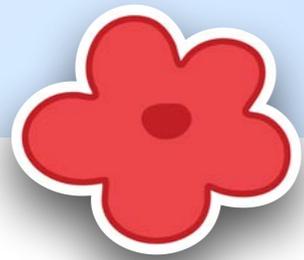
Keep in mind:

- 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, sound-symbol 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



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

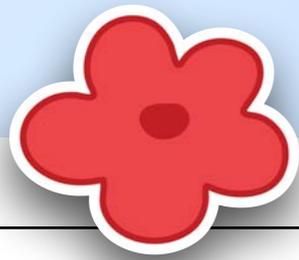
READ

WRITE

SPEAK

LISTEN

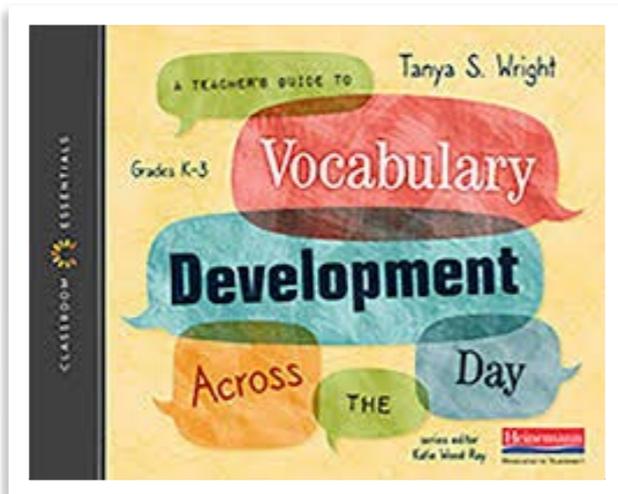
LEARN



Vocabulary Instruction

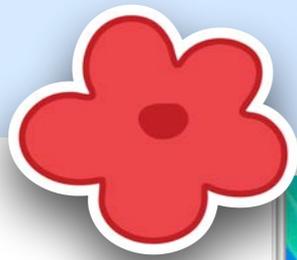
Keep in mind:

- 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

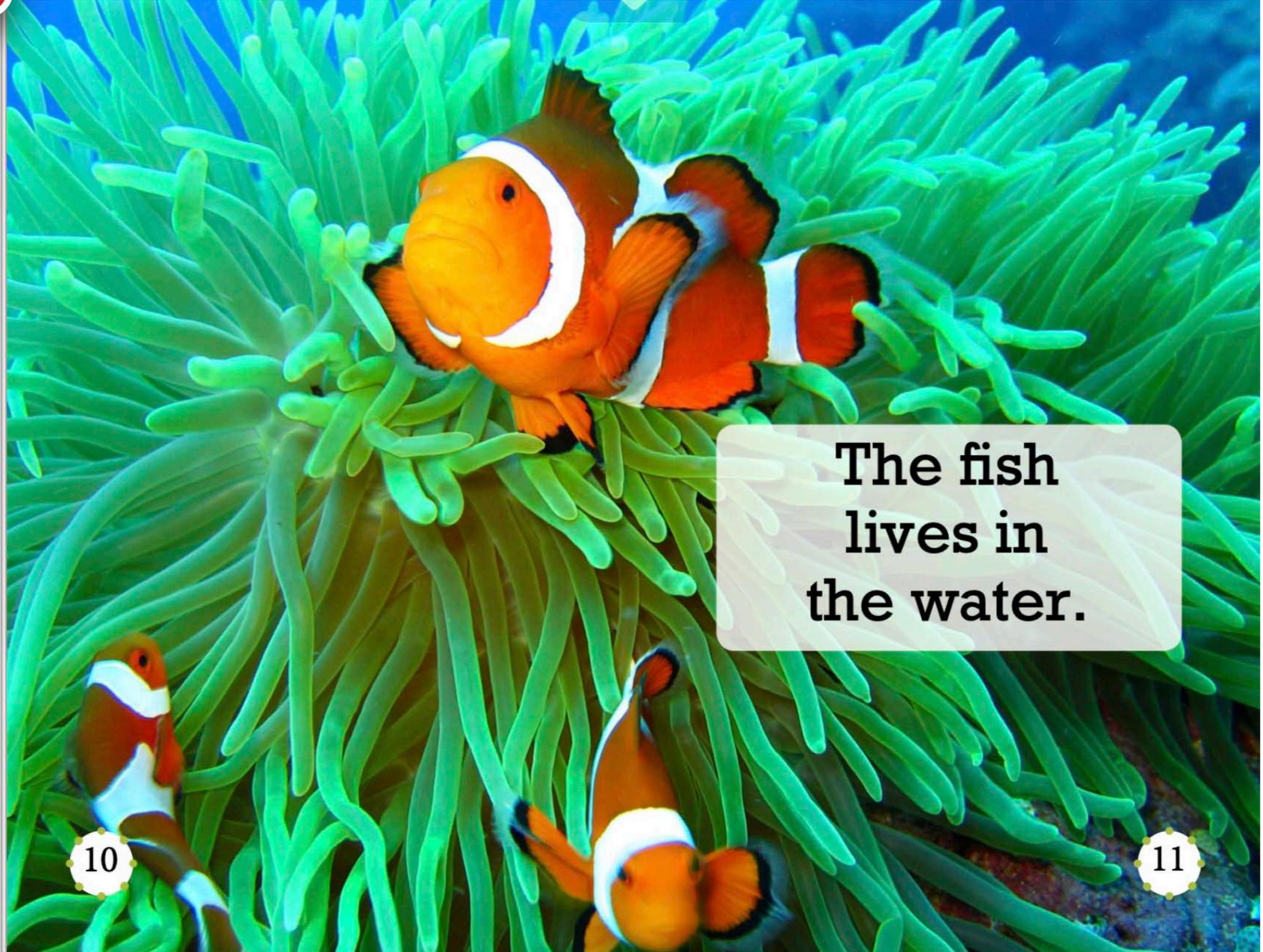


Ideas for instructional Strategies:

- Rich read aloud
 - Planned, pre-selected vocabulary, re-read, connect to content in Social Studies or Science, opportunities for active engagement
- Use text sets
 - www.readworks.com (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



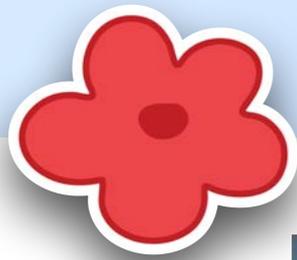
Listening Comprehension & Vocabulary



**The fish
lives in
the water.**

10

11



Listening Comprehension & Vocabulary



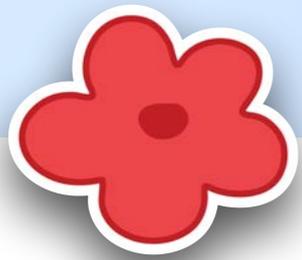
Chapter 1

HEADING HOME

It is early September. A female salmon has spent three years in the Pacific Ocean. It is time to leave. She will return to the place she was born. Where she was born is a good place to **spawn**. She begins her long journey home to Washington State.

The salmon swims south. She finds a body of water called an **estuary**. This is where a river meets the ocean. The salmon stays here for several weeks. The mix of salt water and freshwater in the estuary prepares her to live in the river. New muscles develop that will help her sprint and jump. Eggs start to grow in her body. The salmon gobbles down a few more fish. This will be the last meal of her life.

◀ After living most of their lives in the ocean, salmon return to the freshwater rivers from which they came.



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

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

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

estuary (ES-choo-er-ee): An estuary is a body of water where the ocean meets the river. The salmon stay in the estuary before swimming upstream.

fertilize (FUR-tuh-lize): To fertilize is to make an egg ready to hatch. Male salmon fertilize the female salmon's eggs.

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

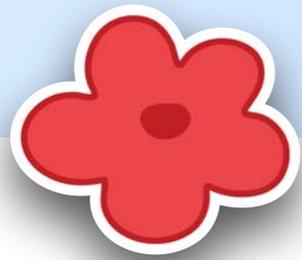
mucus (MYOO-cuss): Mucus is a thick liquid that protects parts of the body. Mucus covers a salmon's scales.

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

rapids (RAP-idz): Rapids are part of a river where the water flows very quickly. Salmon must be strong to swim through the rapids.

scales (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.

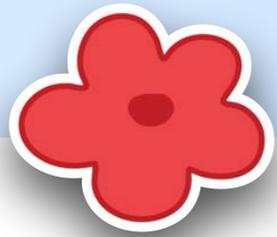


Teach and model reading comprehension strategies

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

Supporting comprehension growth and development:

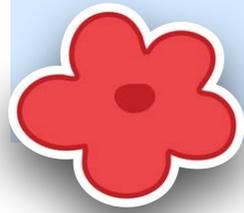
- A teacher's explicit modelling of comprehension behaviours is an effective tool that improves students' use of comprehension strategies
- Asking students to tell you about what they've read sends a message that what they are reading is important and helps them dig deeper for meaning
- Prompting or 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



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.



Invitations to Reflect on Our Current Practice

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

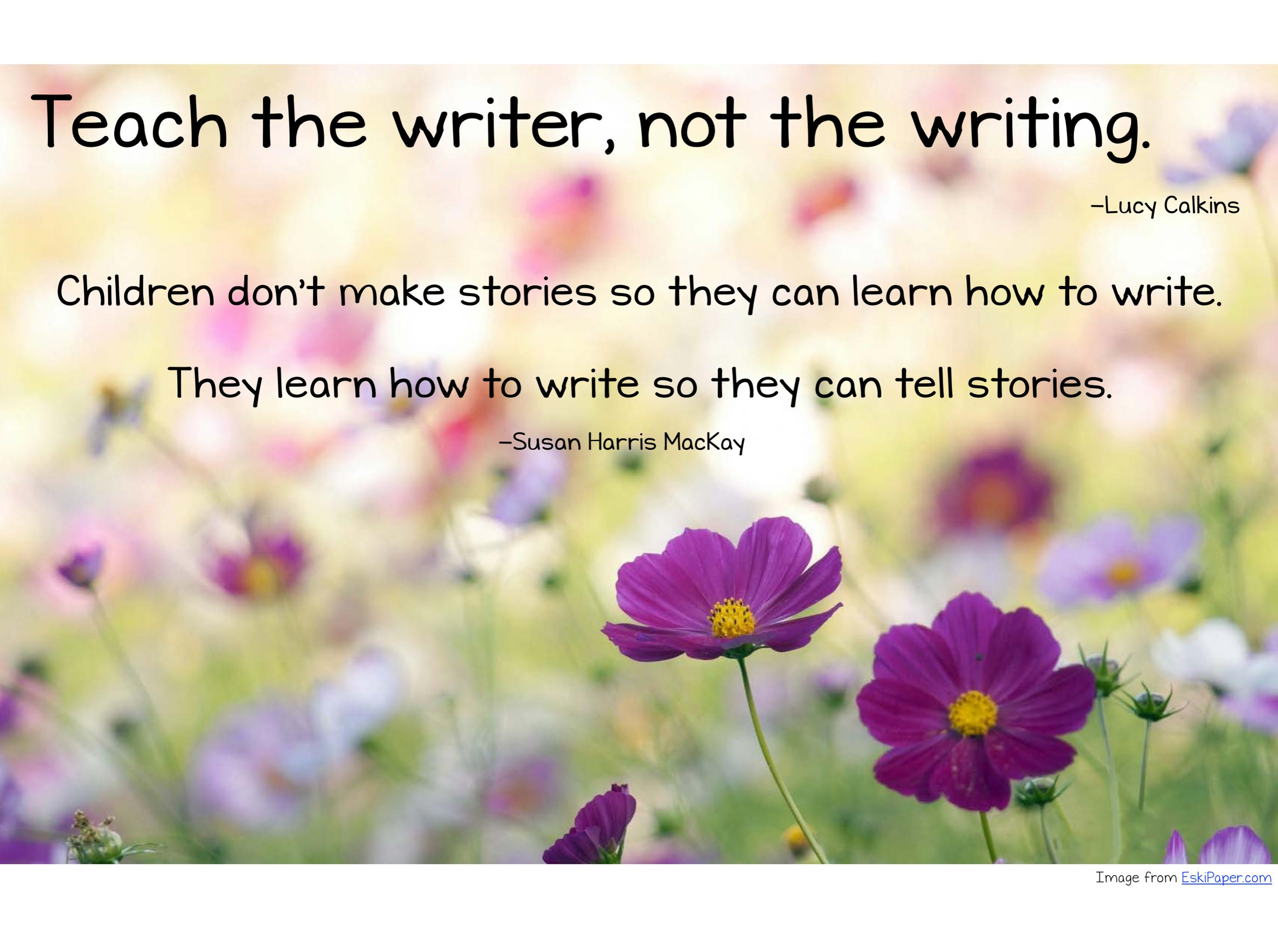
How does our teaching of reading address motivation, engagement, enjoyment, and self-efficacy?

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.



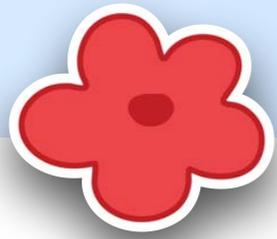
Teach the writer, not the writing.

–Lucy Calkins

Children don't make stories so they can learn how to write.

They learn how to write so they can tell stories.

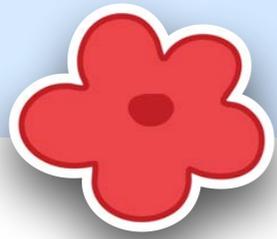
–Susan Harris MacKay



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.

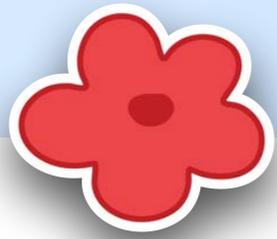


Book Making

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.
- ▶ 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



Book Making in a Kindergarten Class





Teaching With Mentor Texts

What is a mentor text?

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

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

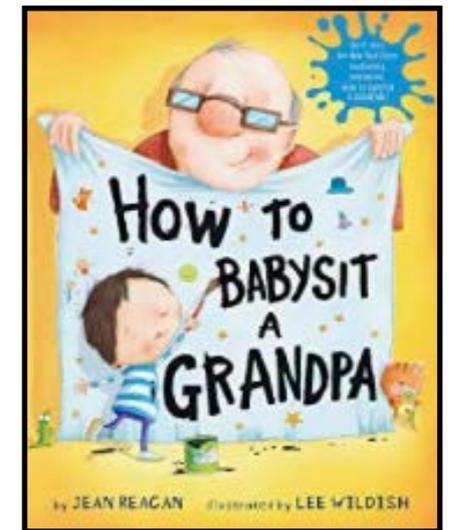
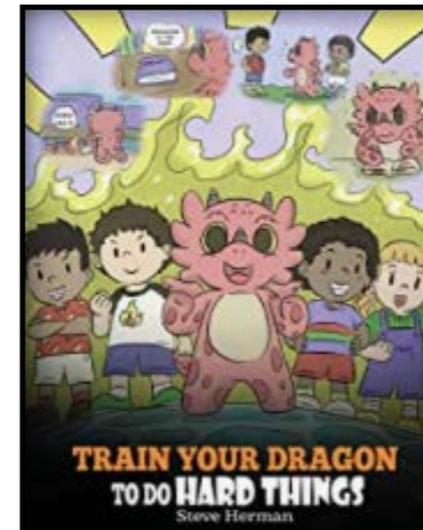
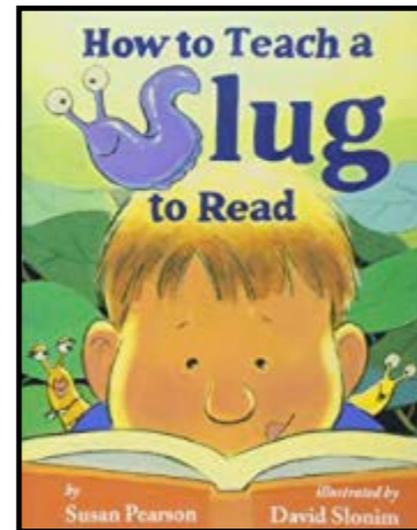
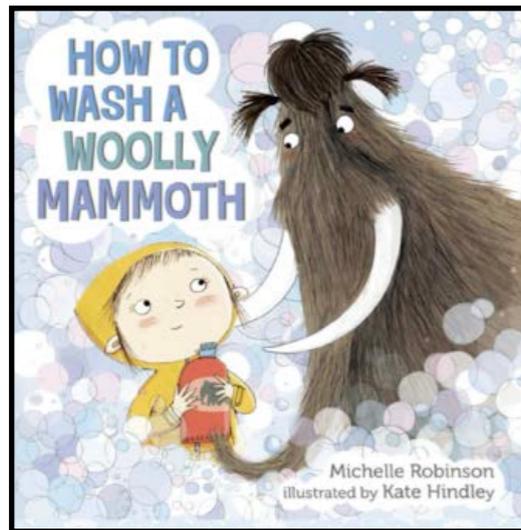
**The 'how' is
the craft of
writing.**

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



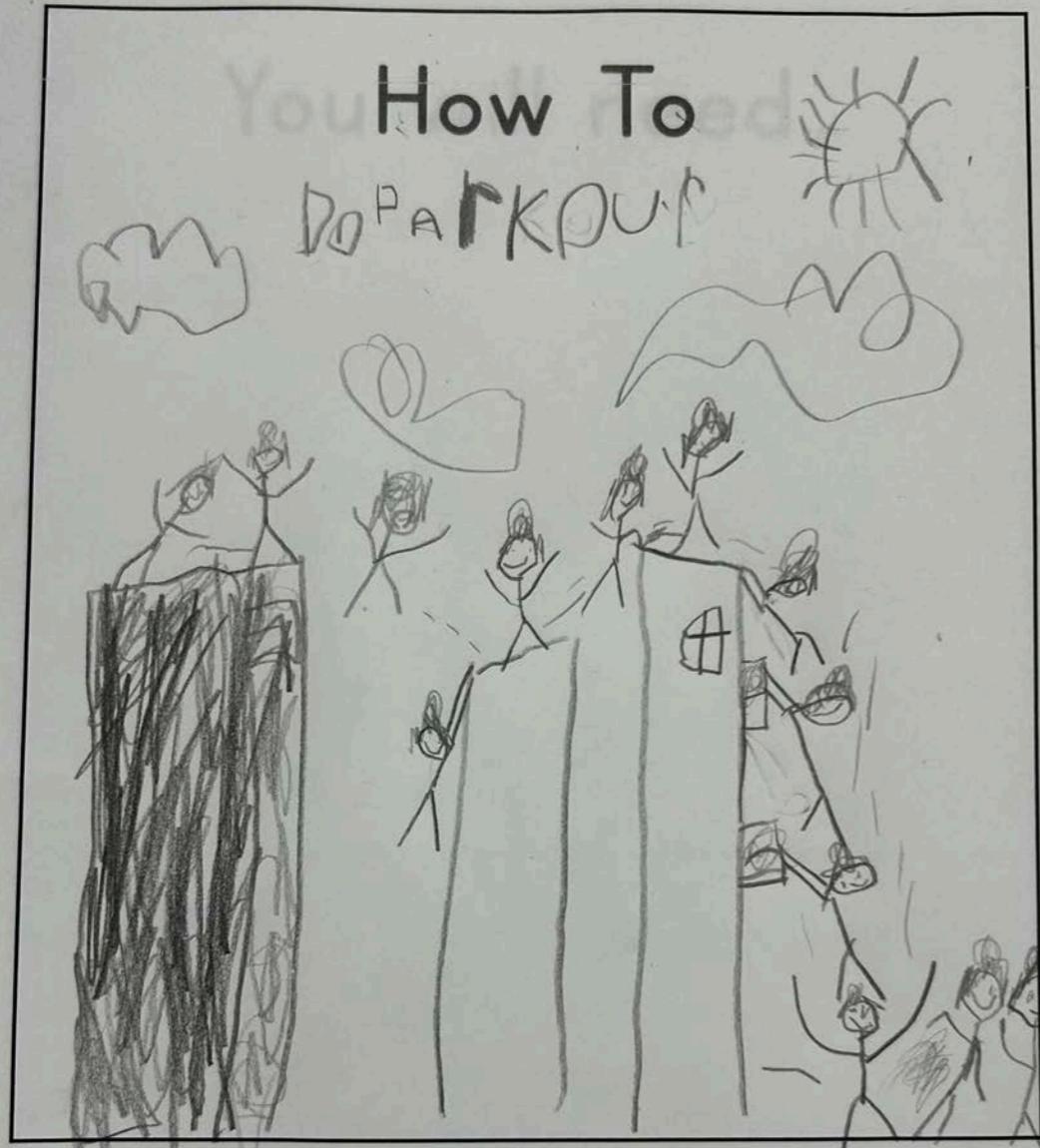
Mentor Texts to Inspire Writing About Reading

How-to books





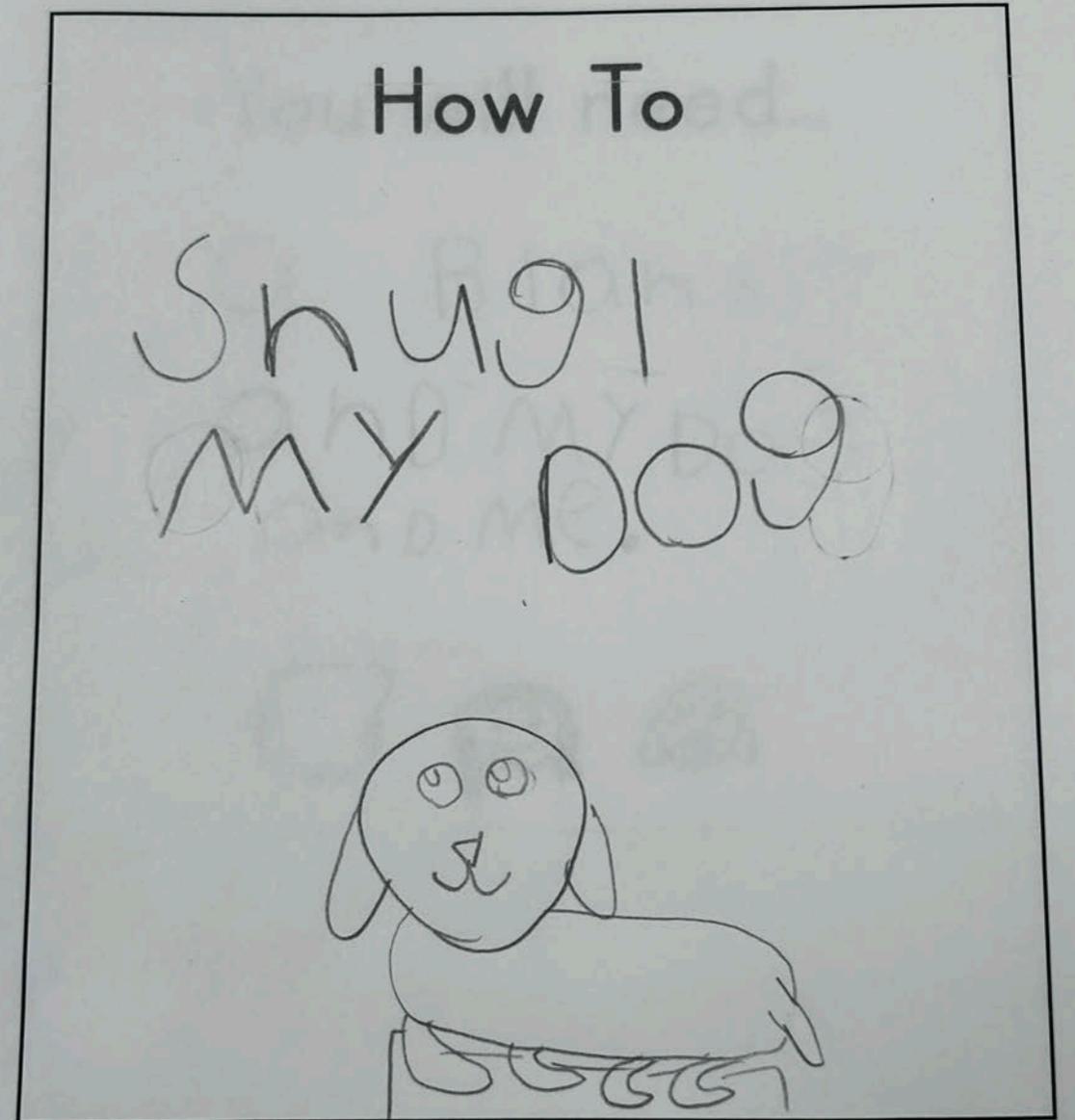
Student How-to Books



You How To
Do PARKOUR

by

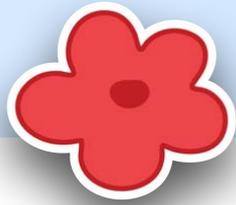
PHOENIX



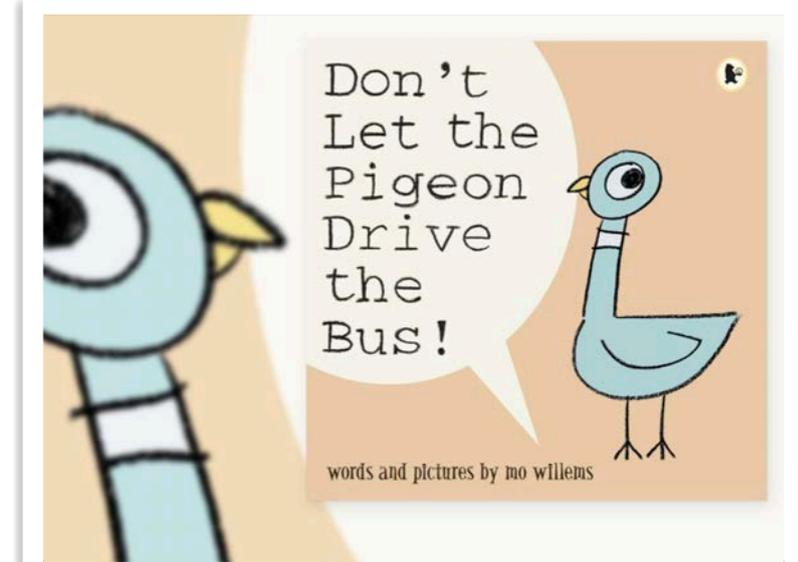
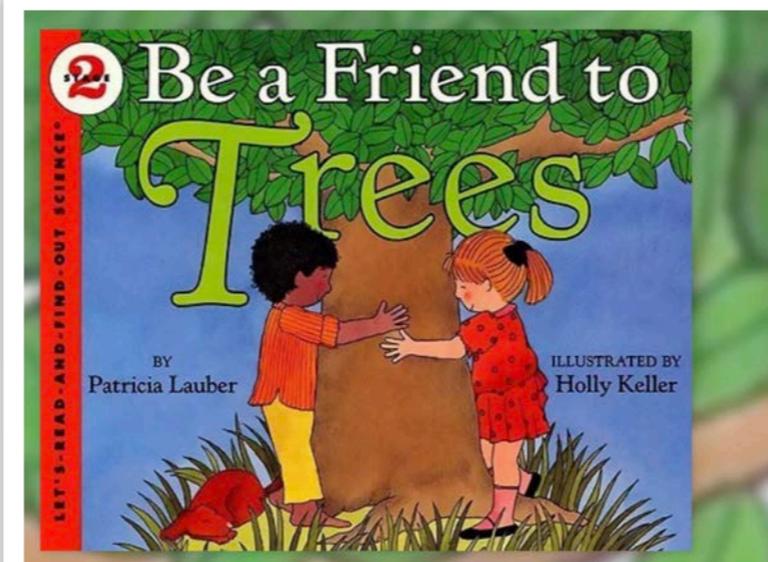
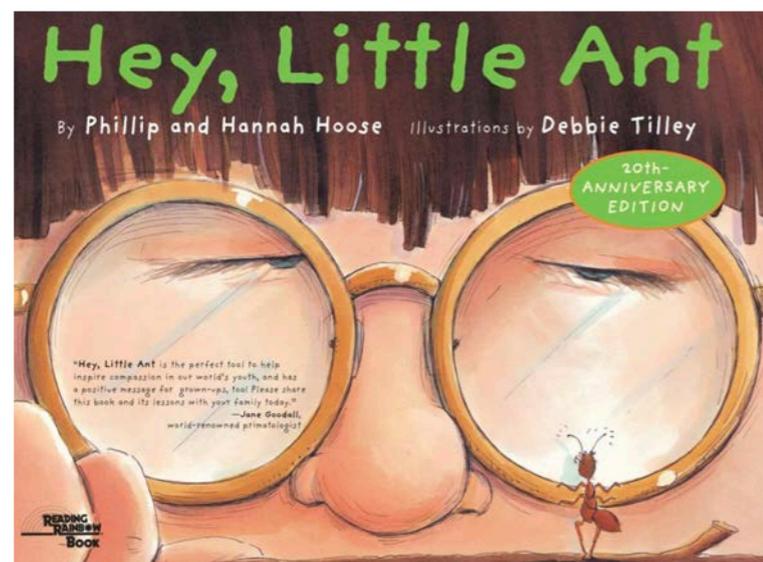
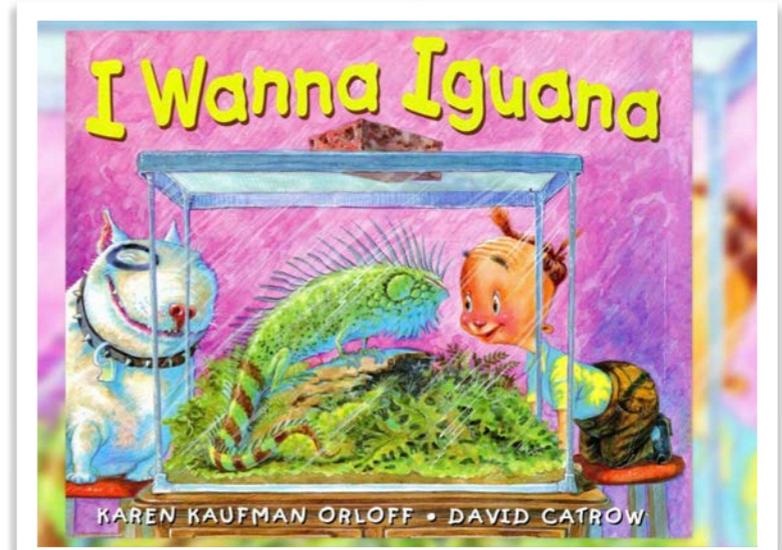
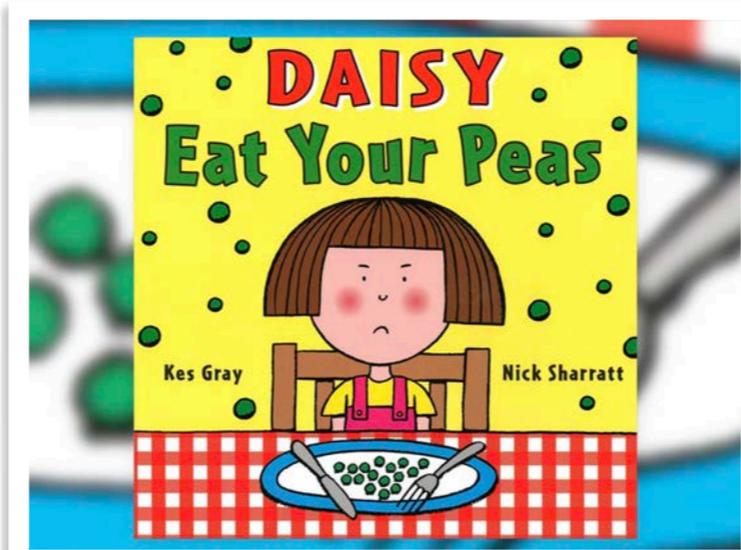
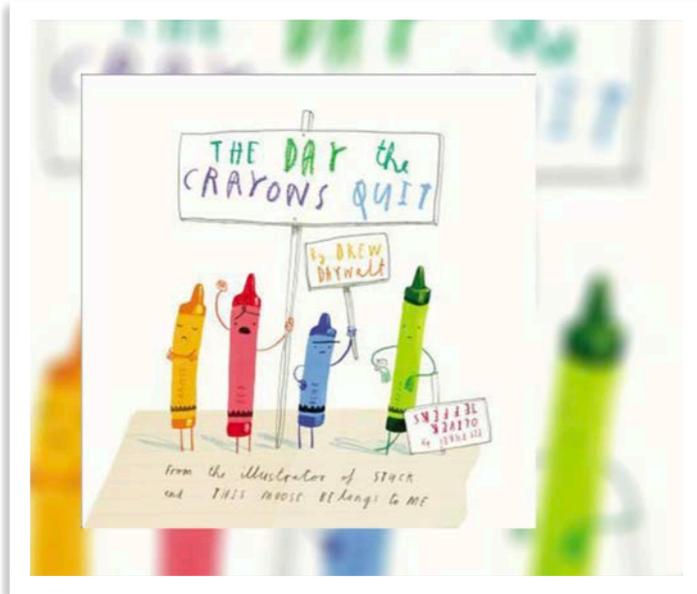
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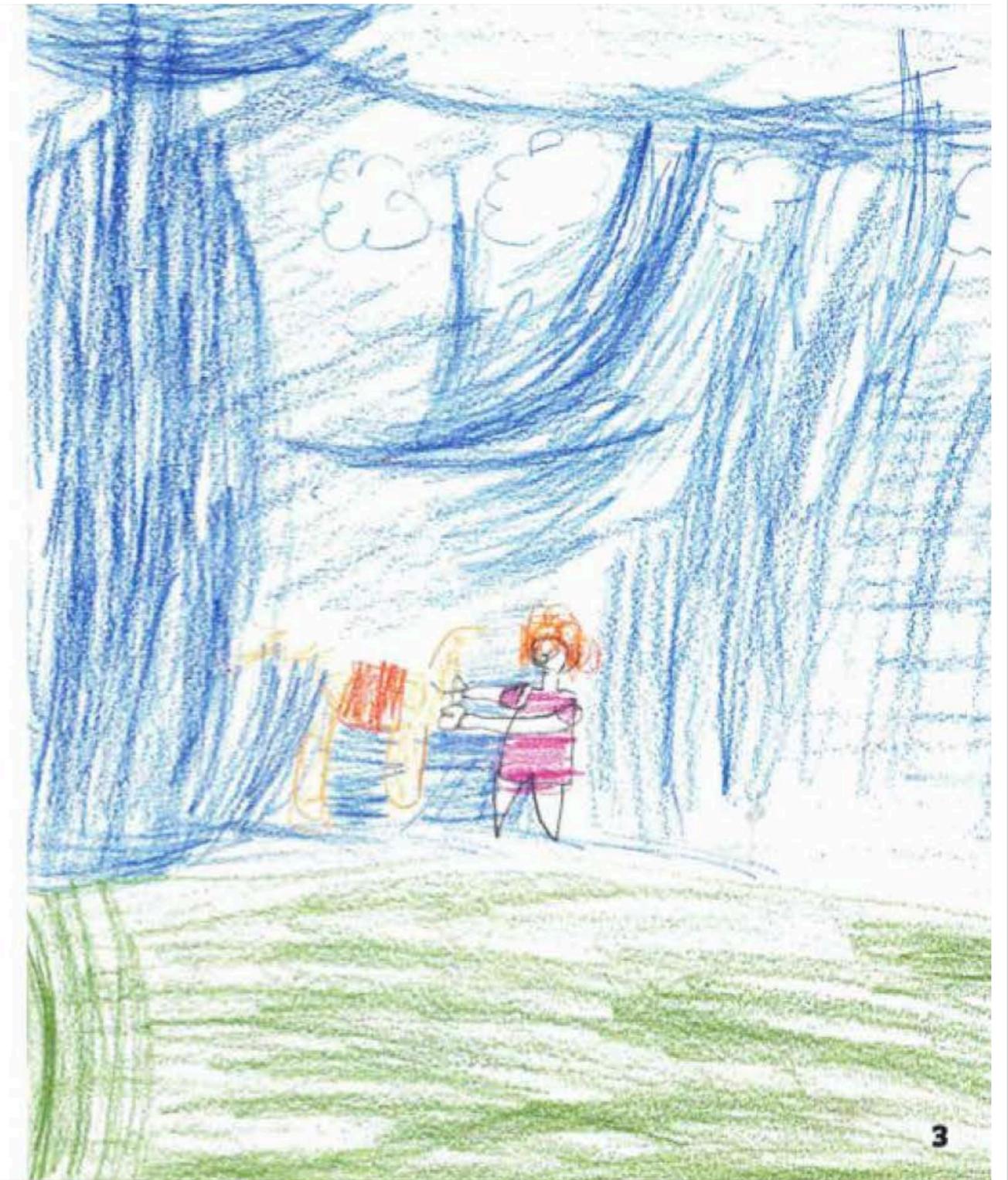
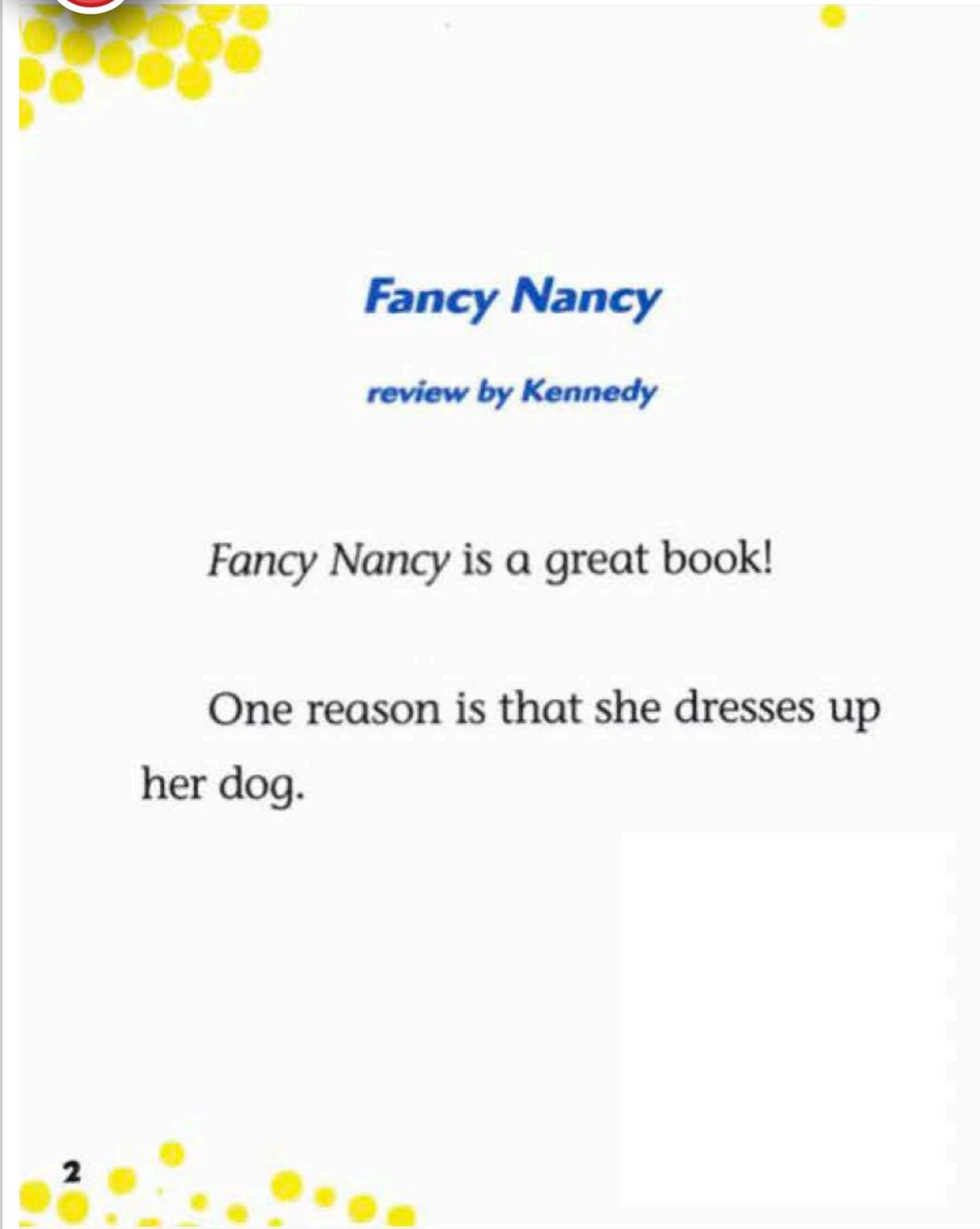
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Mentor Texts to Launch Persuasive Writing



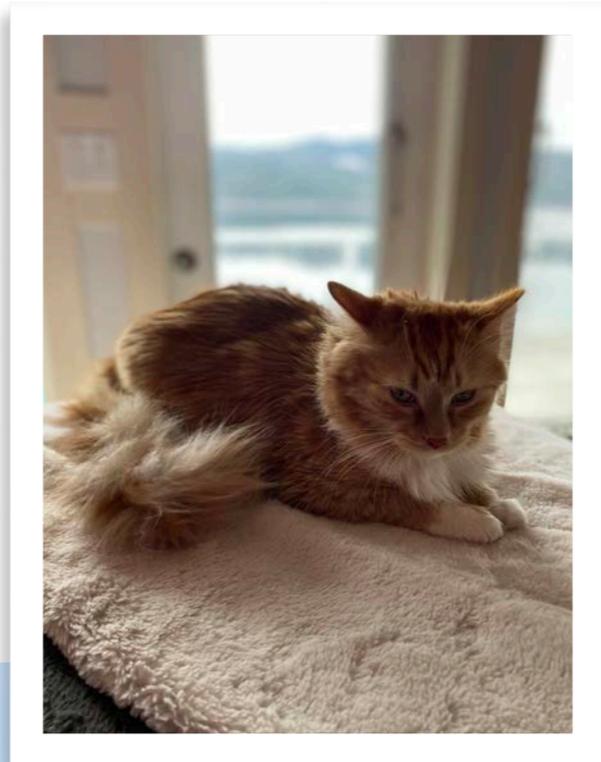




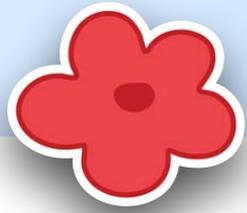
Give Students the Choice of Genre

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



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

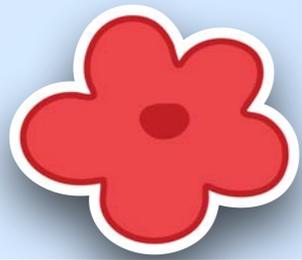
Nurturing Young Storytellers & Their Craft Through Authentic Writing Experiences

- 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

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

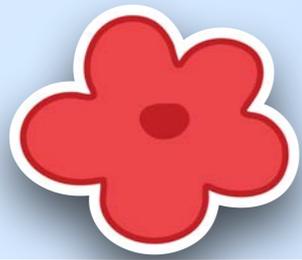
7 Mighty Moves – Kemeny

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



Sources

Digital Resources

[Beyond the Simple View of Reading](#)

[Decatur Public Schools – MTSS diagram](#)

[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](#)

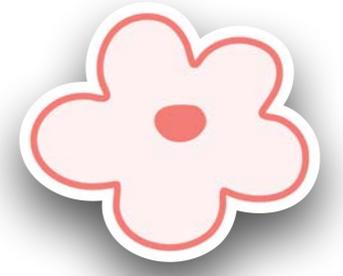
[TheSixShifts.com](#)

[Maryanne Wolf](#)



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