



Provincial Outreach Program for the Early Years

www.popey.ca

Learning Series - Day 1 Foundational Literacy Skills

February 18, 2025

8:30am - 2:30pm

*Handouts available at - popey.ca/workshop-resources

Connect with us online!



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**Presenter:
Traci Baillie**

POPEY



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 shape of our day

Part 1

- introductions (Arrow Heights, Begbie View, & Columbia Park)
- the science of reading and learning; multi-tiered system of supports
- comparing three models of reading
- routines and strategies to support a scope and sequence for phonemic awareness instruction
- characteristics of a strong phonics instruction

Break

Part 2

- article - read solo, discuss in partners, share out...
- the reading brain, orthographic mapping
- high-leverage instructional routines for phonics instruction

Lunch

Part 3

- decodable texts - what, when, and why?
- building fluency, teaching vocabulary, and supporting both listening and reading comprehension
- nurturing young writers with mentor texts, bookmaking, and choice



Notes



Ice Breaker - the reverse interview

Think about 1-2 you could teach someone. Something you would be **excited** to share with others.

- Write your name and your 2 "teach-ables" on a post-it note.
- Find someone from a different school.
- Swap post-it notes and take turns interviewing each other, by asking your conversation partner questions about their things.

- Travel
- Cooking
- Art
- Sports
- Music
- Dance
- Organizing
- Social Media Accounts
- Pets
- Home Renos



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



Notes



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

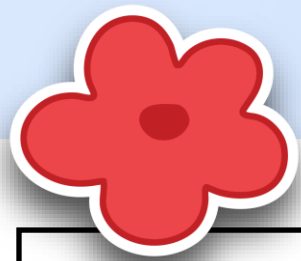


De-mystifying the Science of Reading

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-A Comprehensive Approach

WHAT is taught:

- Foundational skills
- Higher-level literacy skills
- All students benefit

HOW it is taught

- Systematic and Cumulative
- Organized, from simple to complex, follows a scope and sequence
- Explicit
- 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.

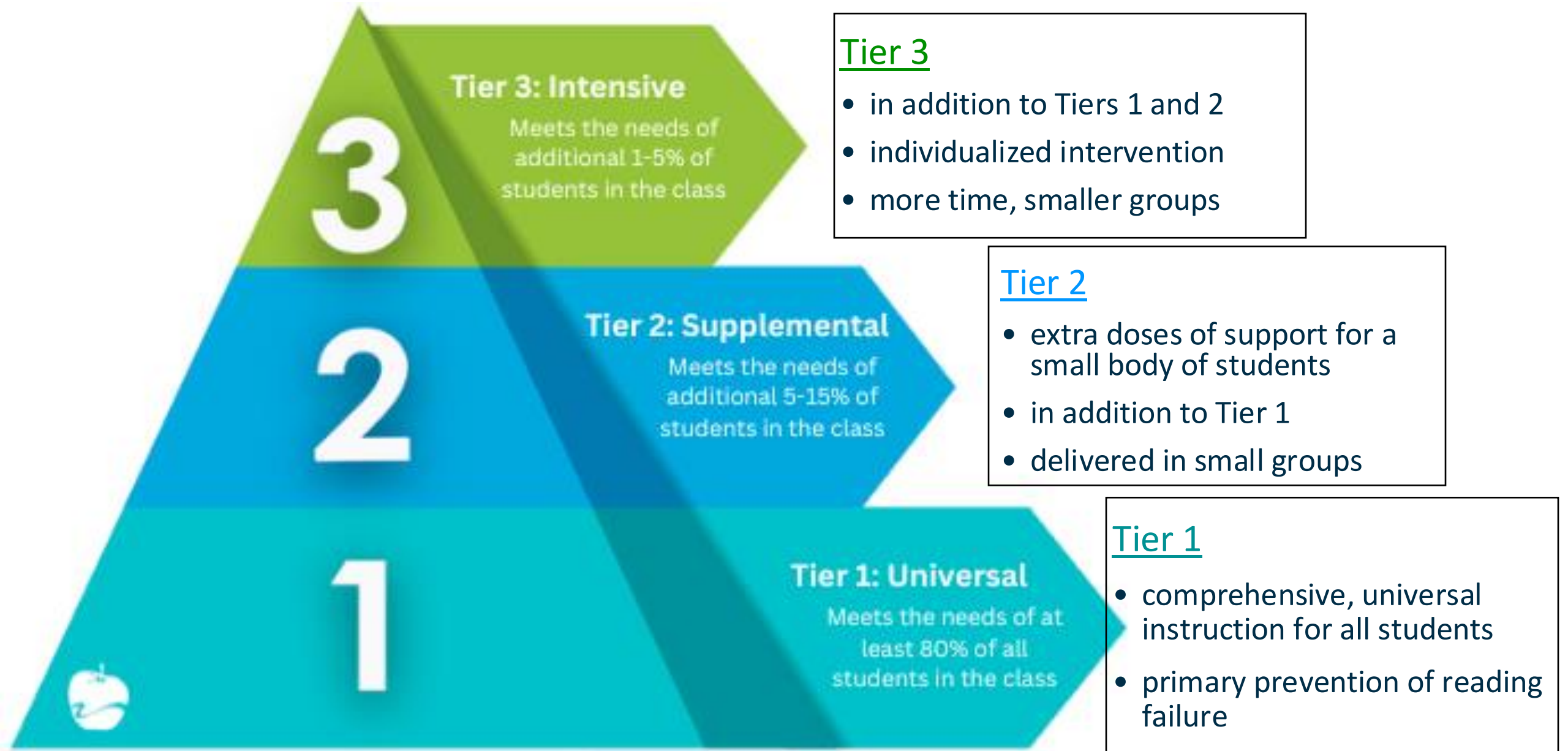


Notes



MTSS - Multi-Tiered System of Supports

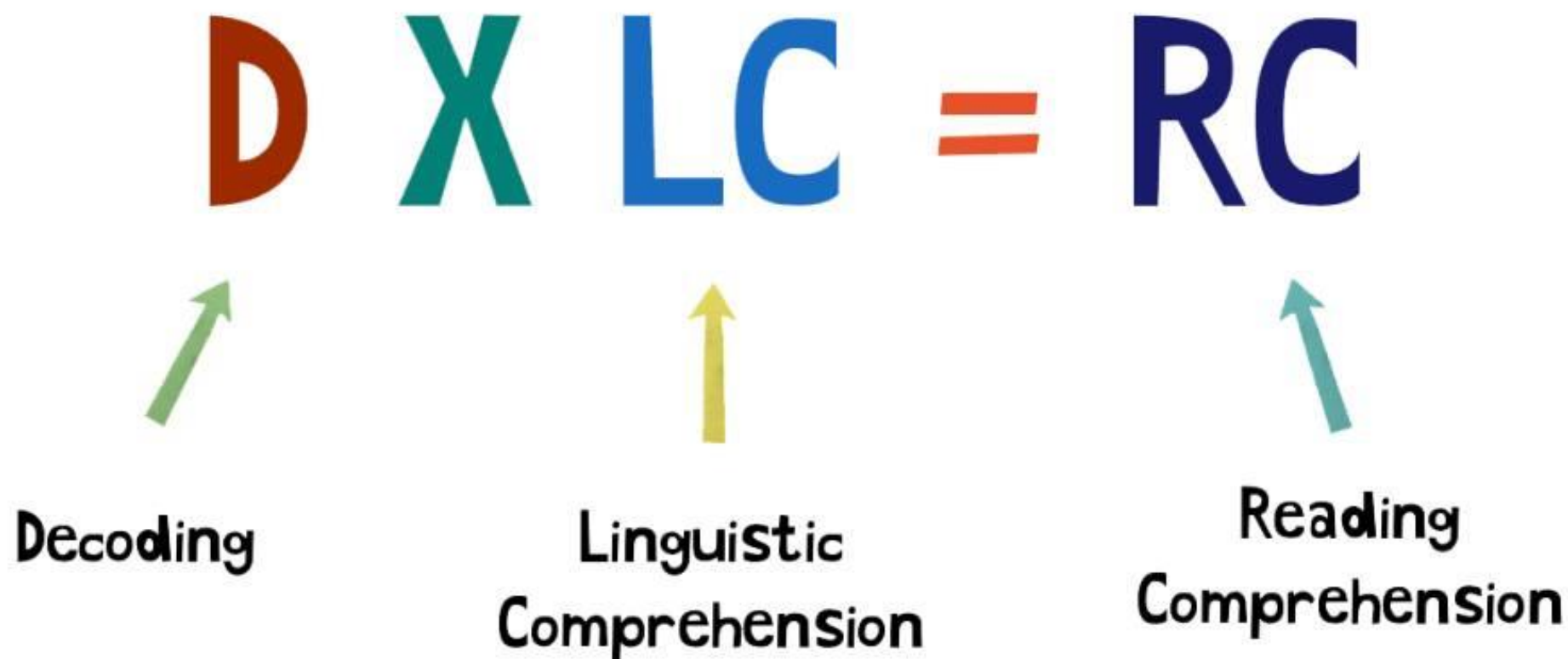
set up to be a **continuum of instructional supports** that are available to every student from day one of kindergarten



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



The Simple View of Reading



Example:
dog



Reading comprehension is the product of a person's ability to decode words (break them down into sounds) multiplied by their ability to understand meaning of spoken words and sentences..



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.)

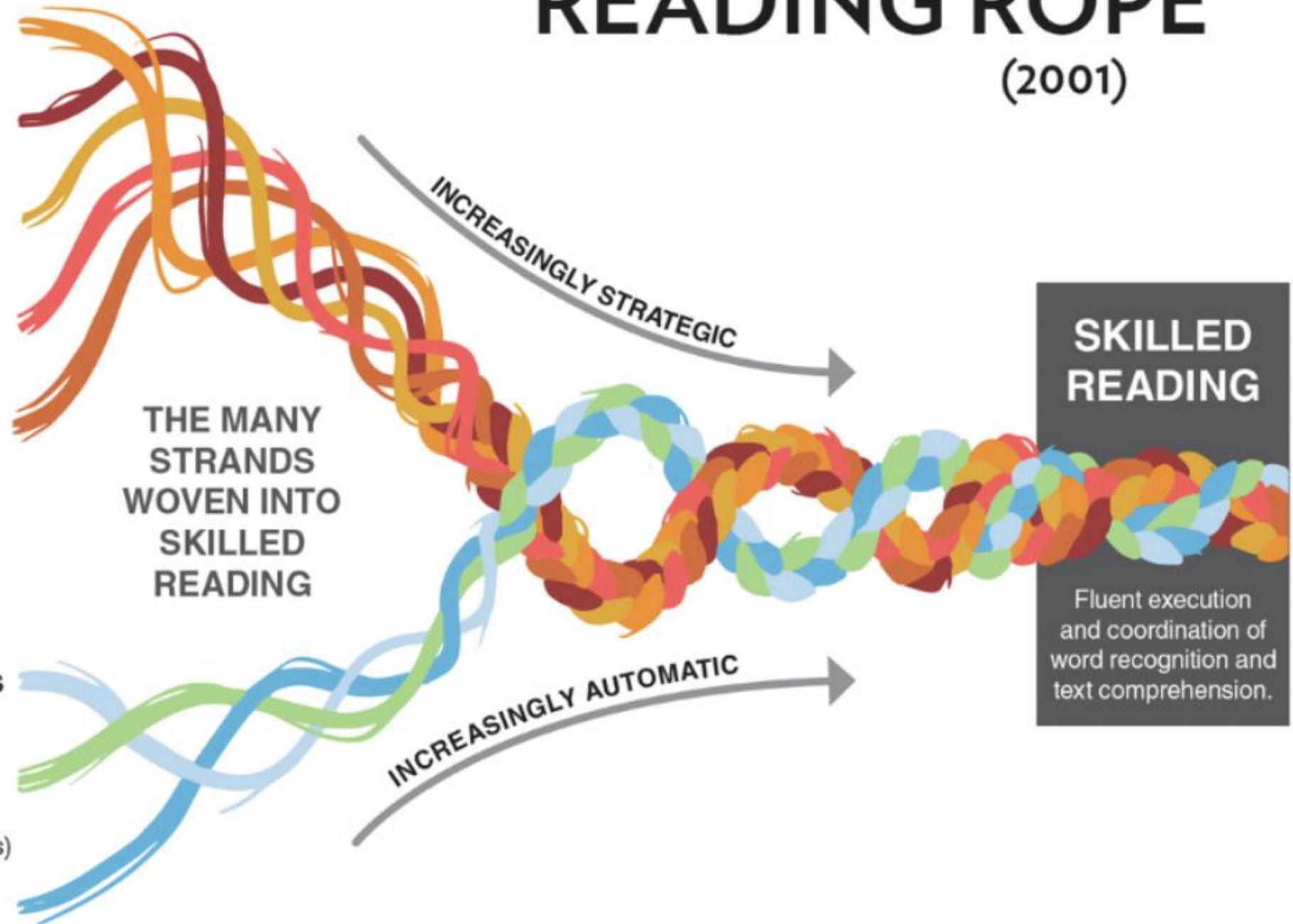
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling–sound correspondences)

SIGHT RECOGNITION
(of familiar words)



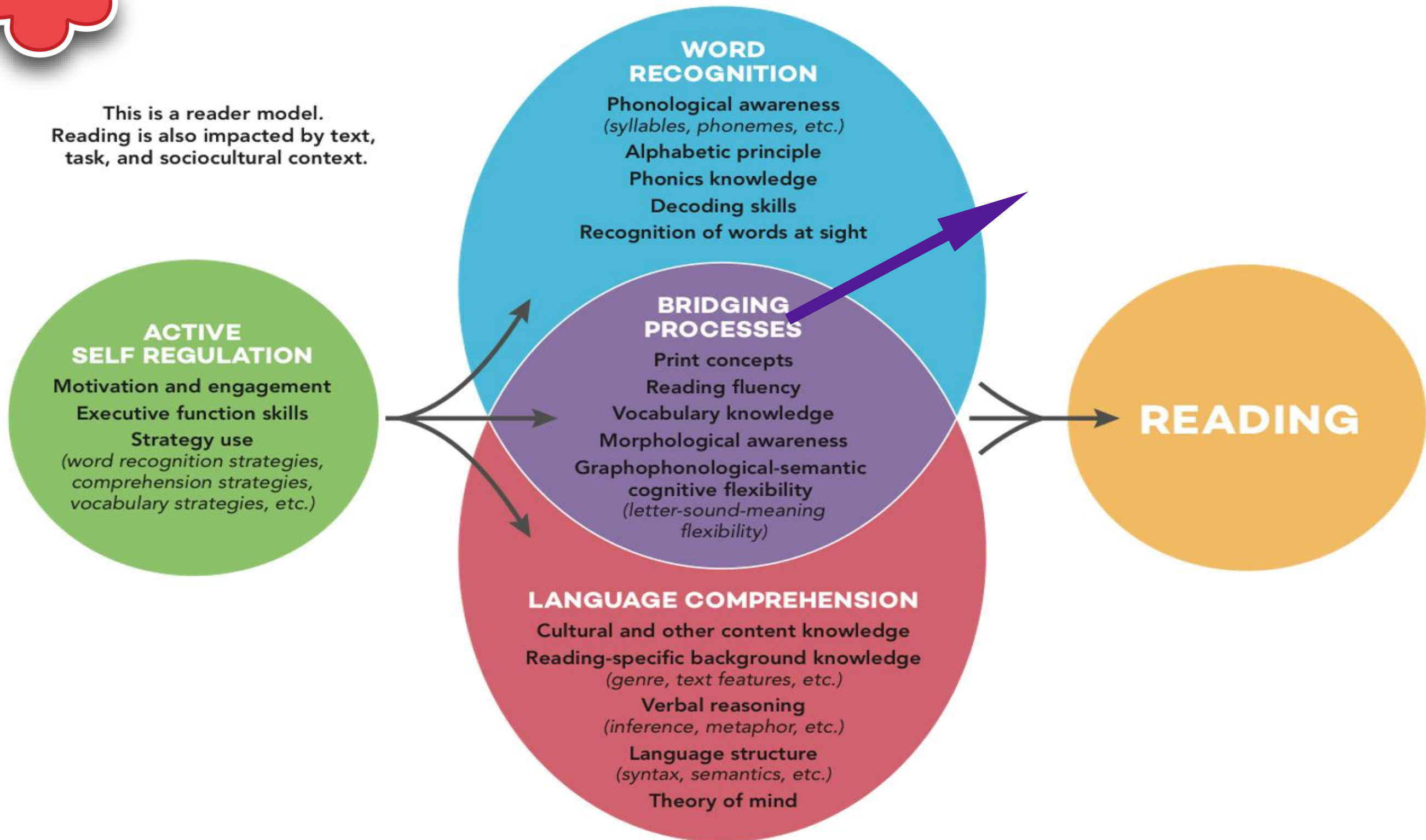


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The Active View of Reading: How it differs from other models



This is a reader model.
Reading is also impacted by text,
task, and sociocultural context.

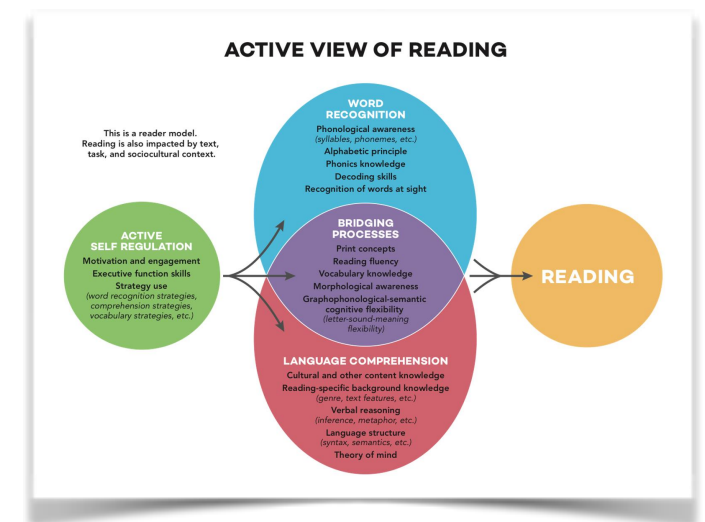
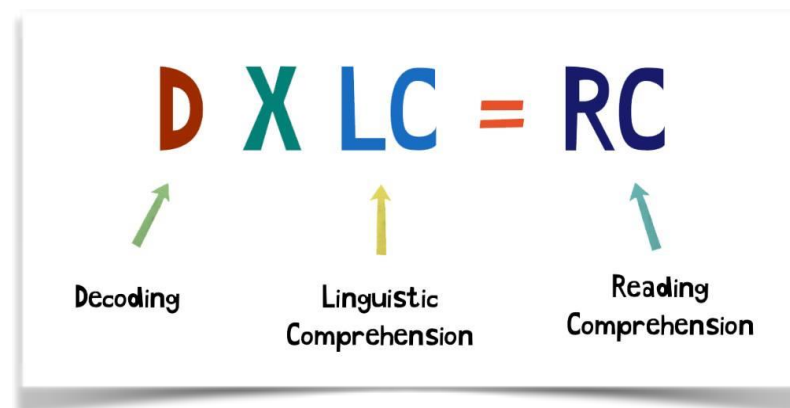
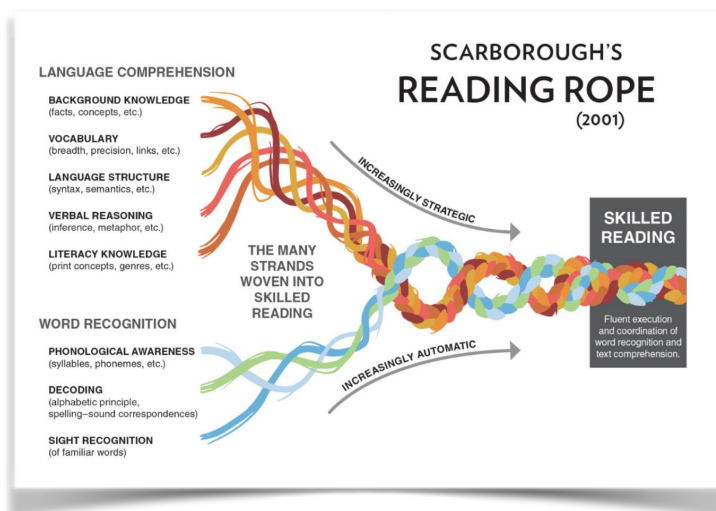




Group Discussion...

Consider 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:

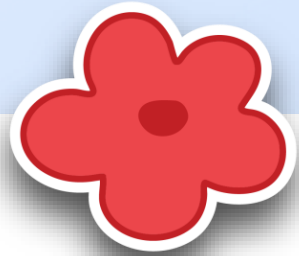
All three of these are **models/representations** of reading, not of reading instruction or learning to read. They describe the process of reading, the abilities one must marshal to read. - Shanahan, 2023



Notes

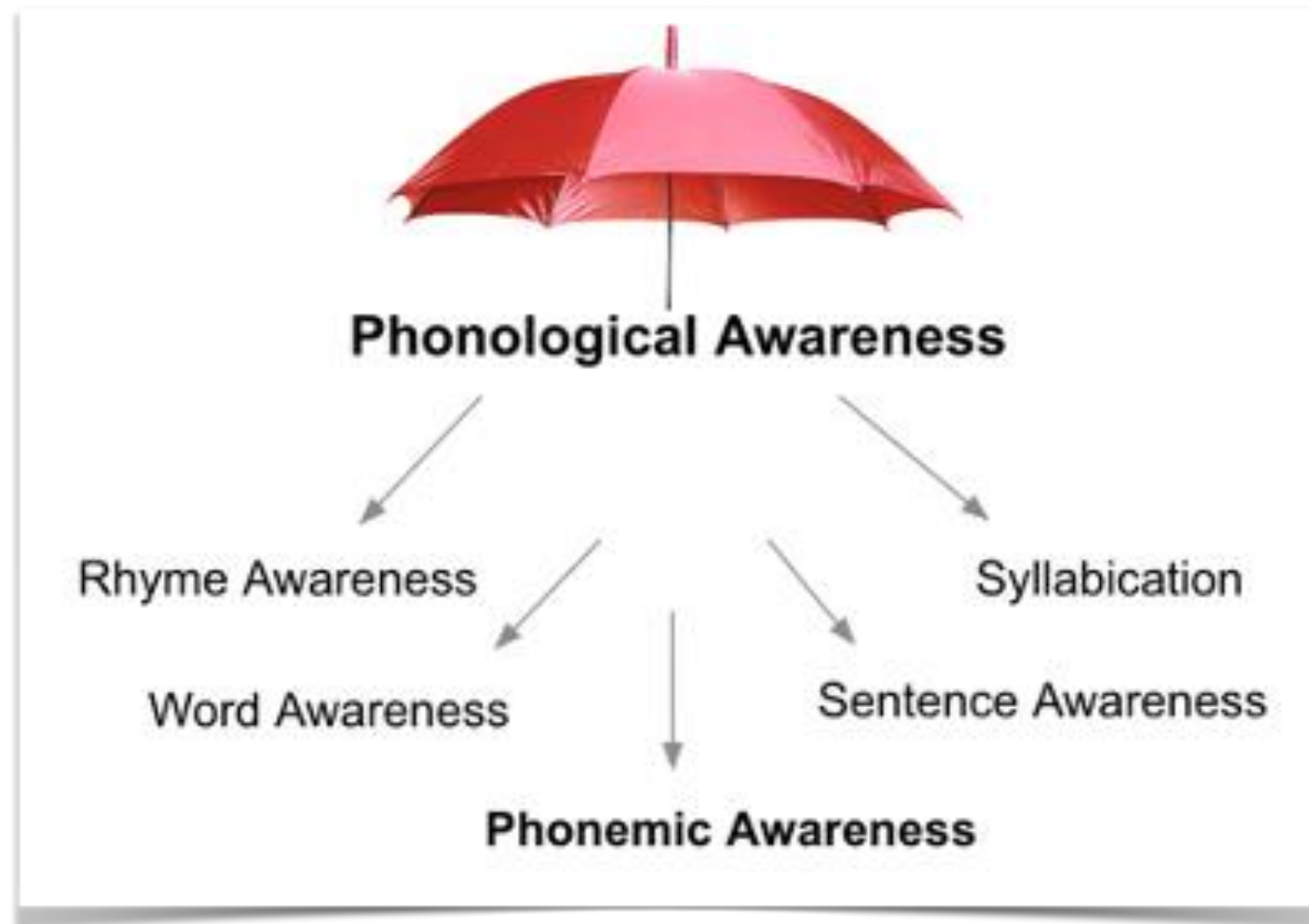


Notes



Phonemic Awareness

the ability to notice and manipulate individual sounds in spoken language

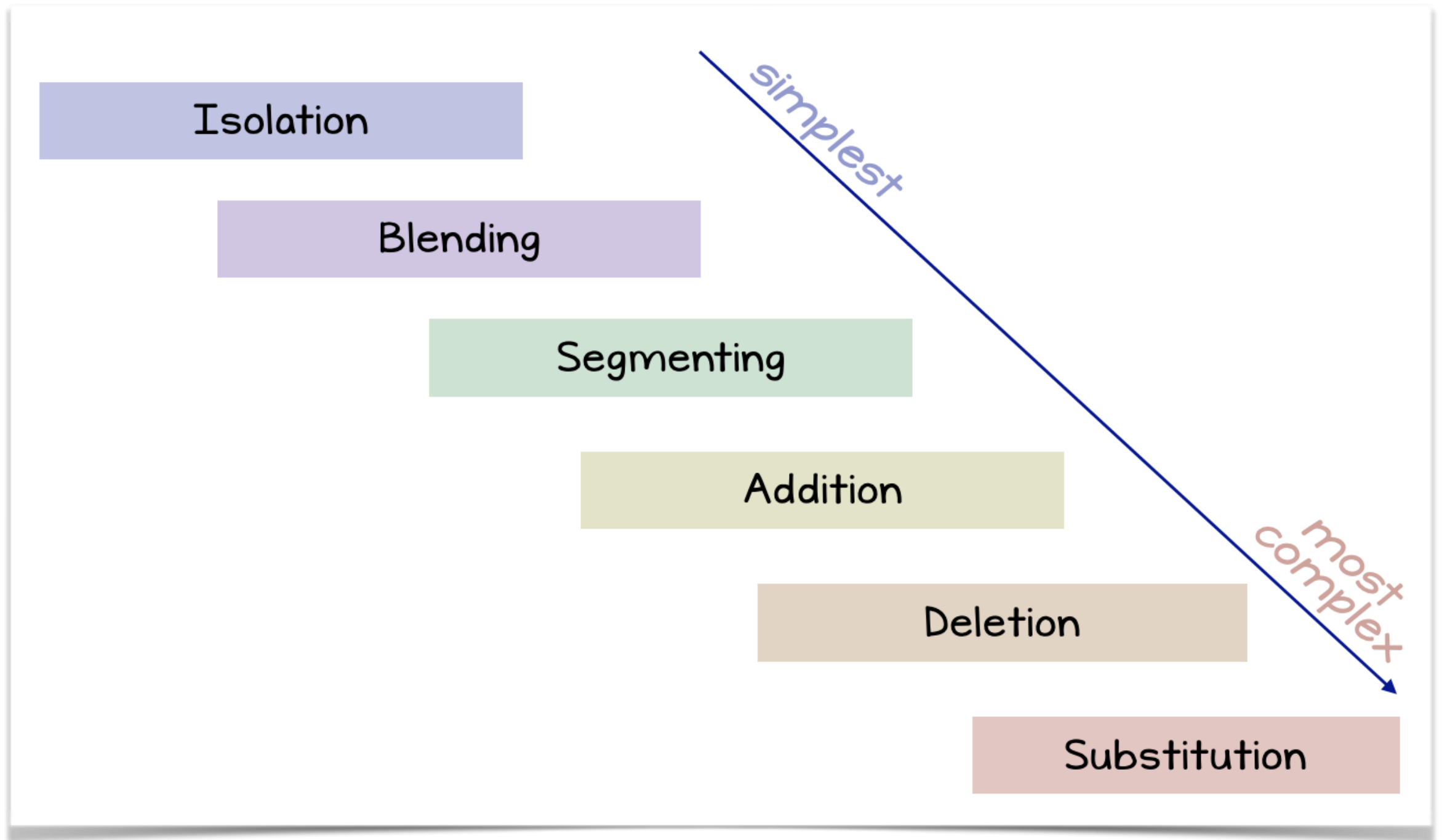


Over nearly four decades of research, “phonemic awareness has consistently been found to be the strongest precursor to, and predictor of, reading achievement” (Kenner, et al).



A scope & sequence for phonemic awareness

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





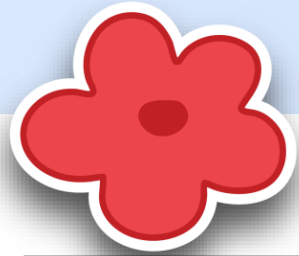
Phonemic Awareness Instruction

- ✓ 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)



Notes



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



Phonemic Awareness Instruction

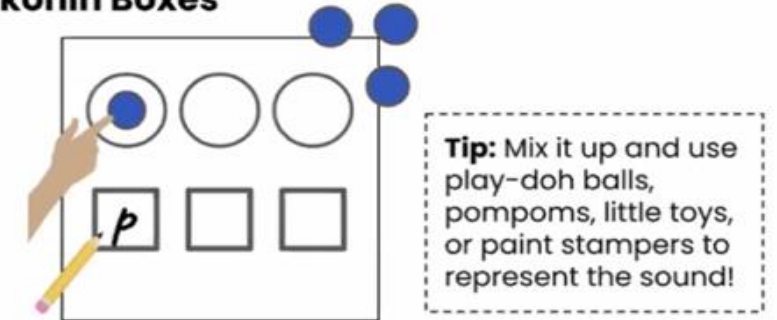
Ideas for instructional strategies:

Use **manipulatives** to support phonemic awareness & orthographic mapping

- ★ Pop It fidget toys
- ★ Elkonin boxes + bingo chips
- ★ Race cars + tracks
- ★ Unifix cubes



Elkonin Boxes



- Encourage gestures
 - ★ Tap down arm
 - ★ Finger/thumb tap

Say it 	Connect to Meaning 	Stretch it
Tap it ○ ○ ○ ○ ○ □ □ □ □ □		
Write it _____ ----- _____		Check it!

- Word Chains to 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 w
et/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:

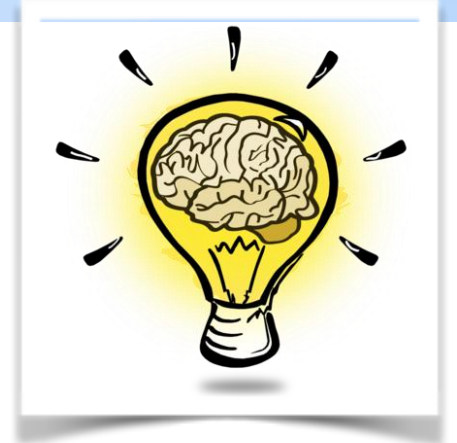


Notes



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



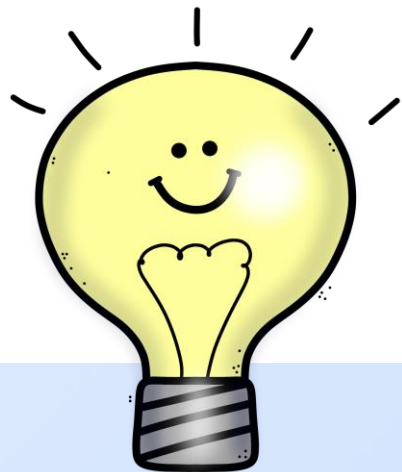
Letter Sound Recognition & Alphabetic Principle

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



Characteristics of Strong Phonics Instruction

Phonics instruction teaches the relationship between letters (graphemes) and sounds (phonemes), and the ability to apply that knowledge in decoding unfamiliar printed words.

- Systematic
- Explicit
- Cumulative



Engaging * Active * Social * Reflective

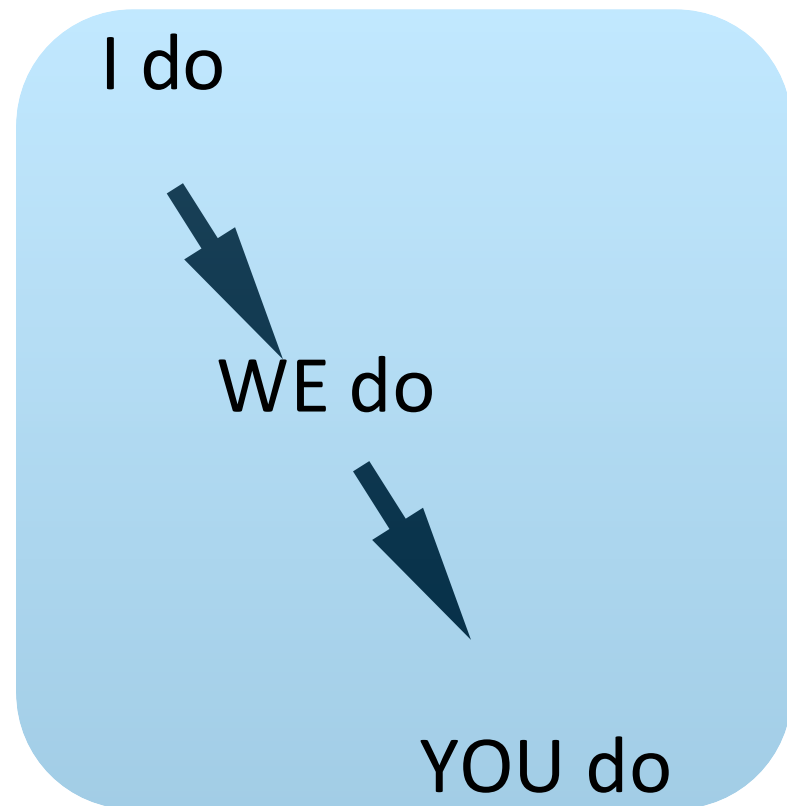


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Mini-Lesson: time for students to do the heavy lifting

Mini-Lesson Structure



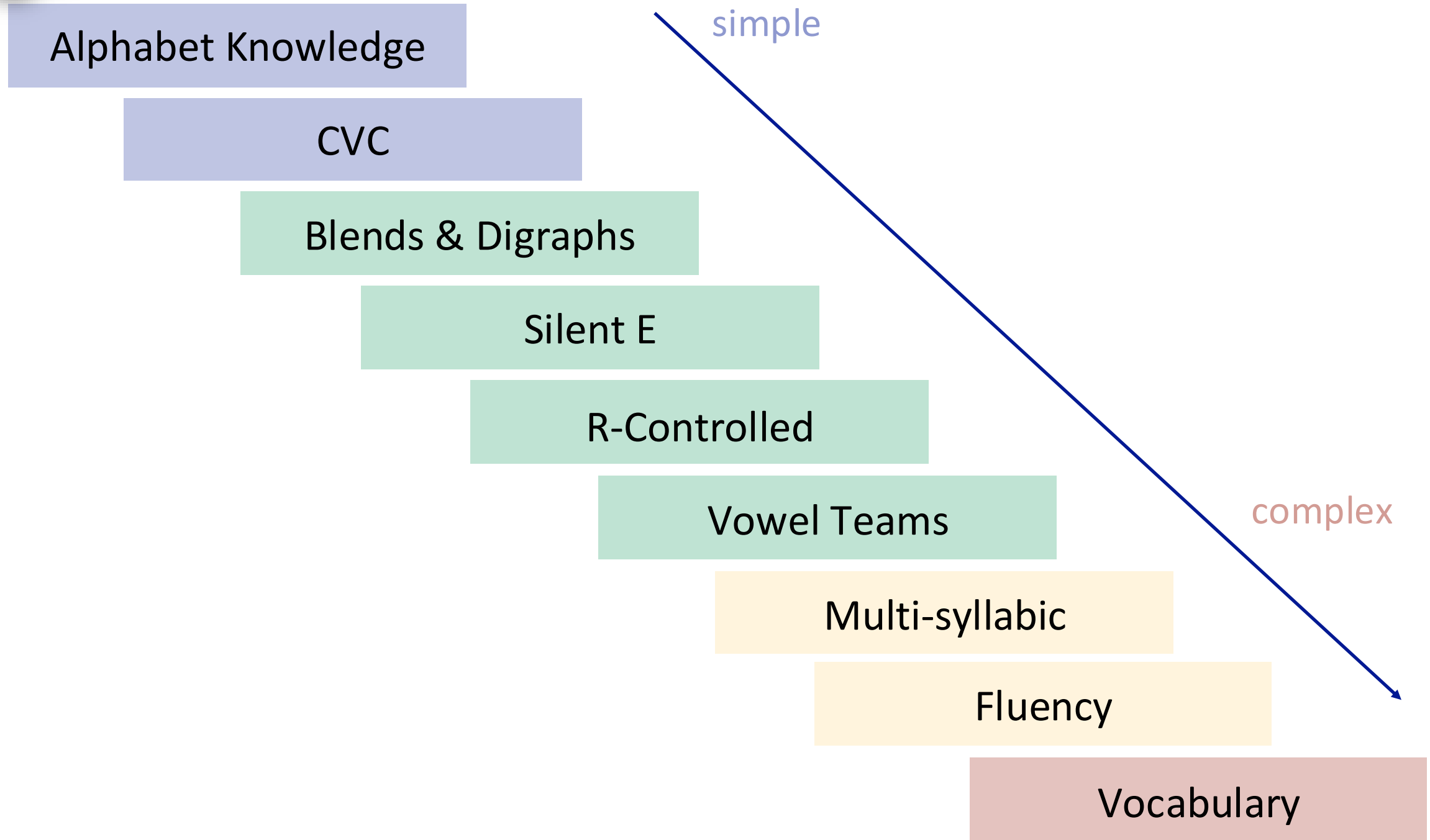
- mini, not maxi (five minutes)
- strategy-focused
- model, model, model
- direct and explicit instruction
- guided practice in a safe, supportive setting
- gradual transfer to independence

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

Blevins



A scope and sequence for phonics instruction



Explicit

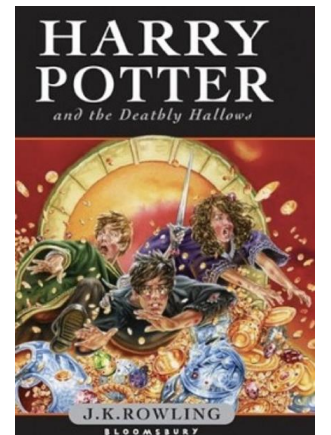
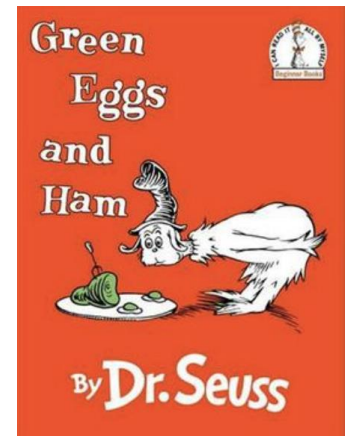
Systematic

Cumulative



Break...

- **Did you know**
- Dr. Seuss wrote *Green Eggs and Ham* with only 50 words?
- *Harry Potter* has been translated into over 80 languages, making it accessible book to children all over the world?
- *The Very Hungry Caterpillar*'s unusual format of the book (holes to "eat through") was considered too challenging and unconventional. Publishers rejected several times!

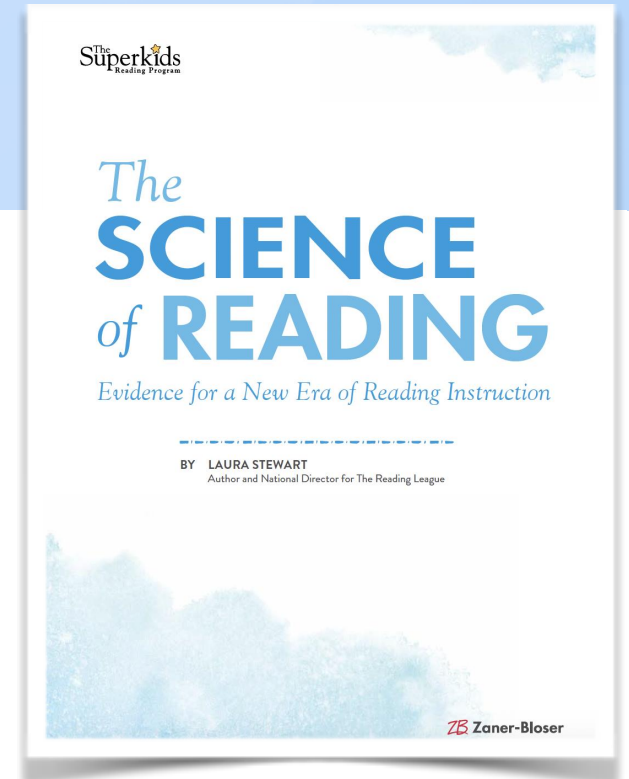




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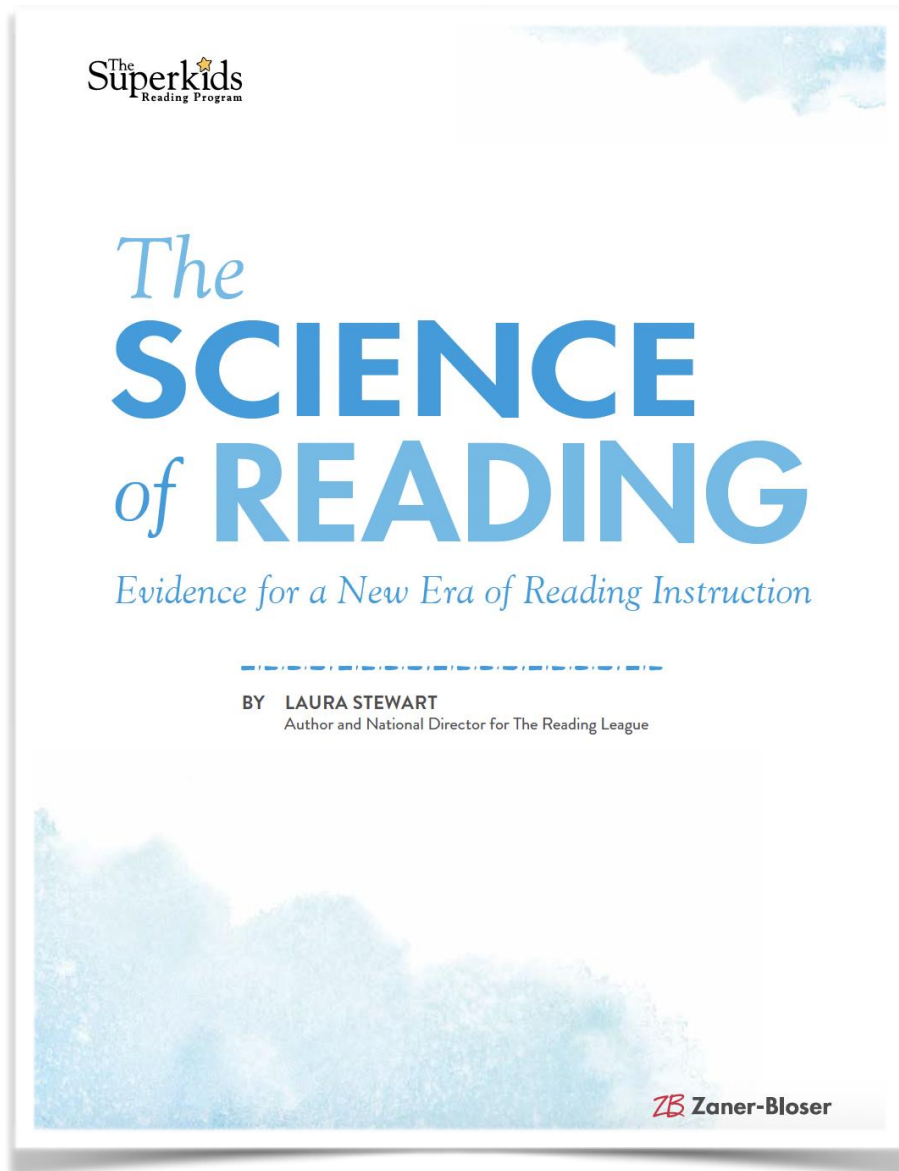
After the Break...



You will:

- Read the article **on your own** (15 minutes)
- Find a partner and discuss your **reflections, connections, and wonderings** in pairs of 2 (10 minutes)
- Join another pair to **make a quadrant** and share your **biggest takeaways** from the article (10 minutes)

Reflect & Share: What are your mirrors? Windows? Next steps?



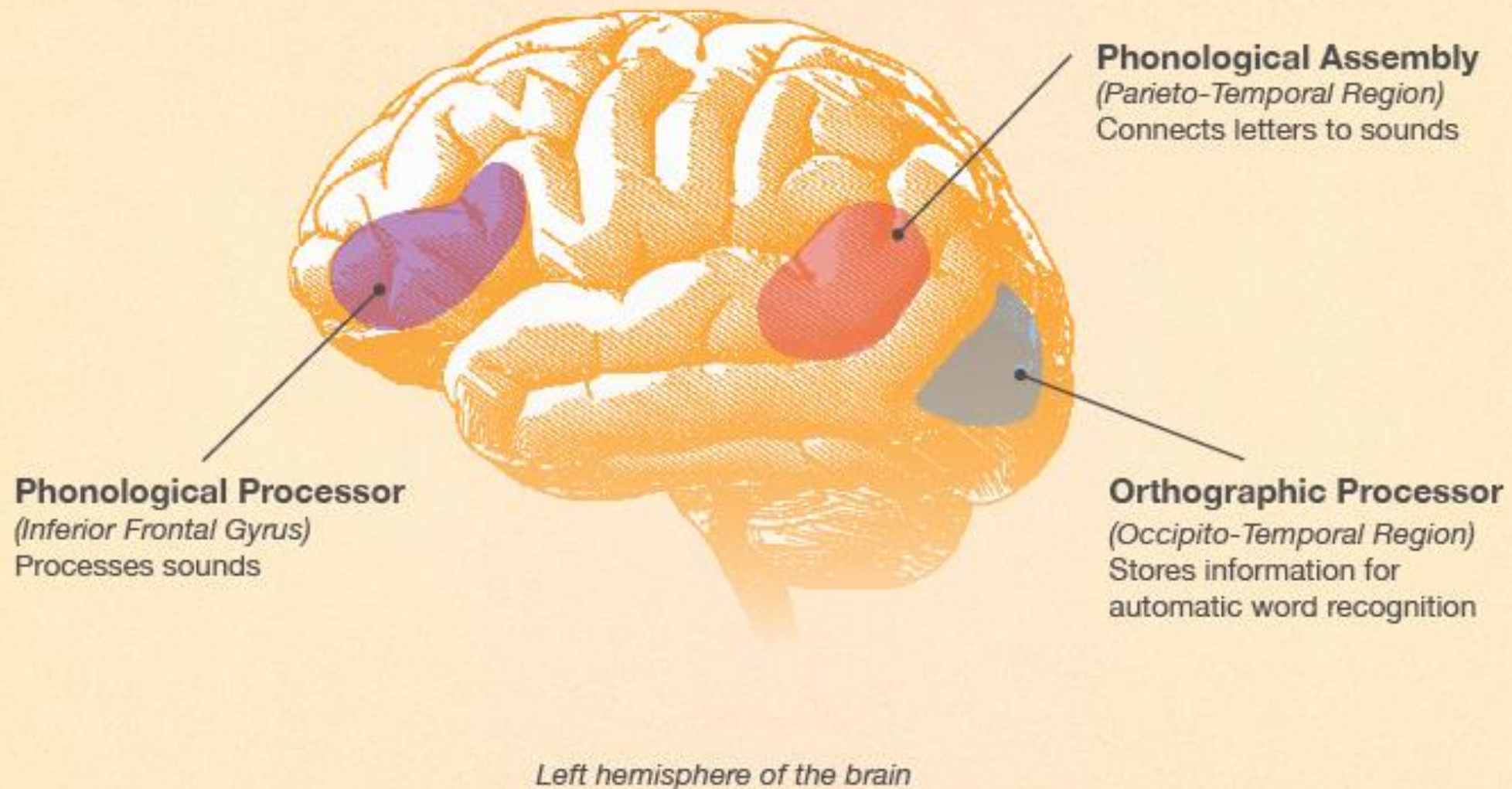
- * False theories about learning to read
- * The development of the reading brain and the connection between print and sound (alphabetic principle)
- * Models - simple view, the reading rope
- * What needs to be taught
- * Putting it all together & next steps
- * **Reflect:** What are your mirrors?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



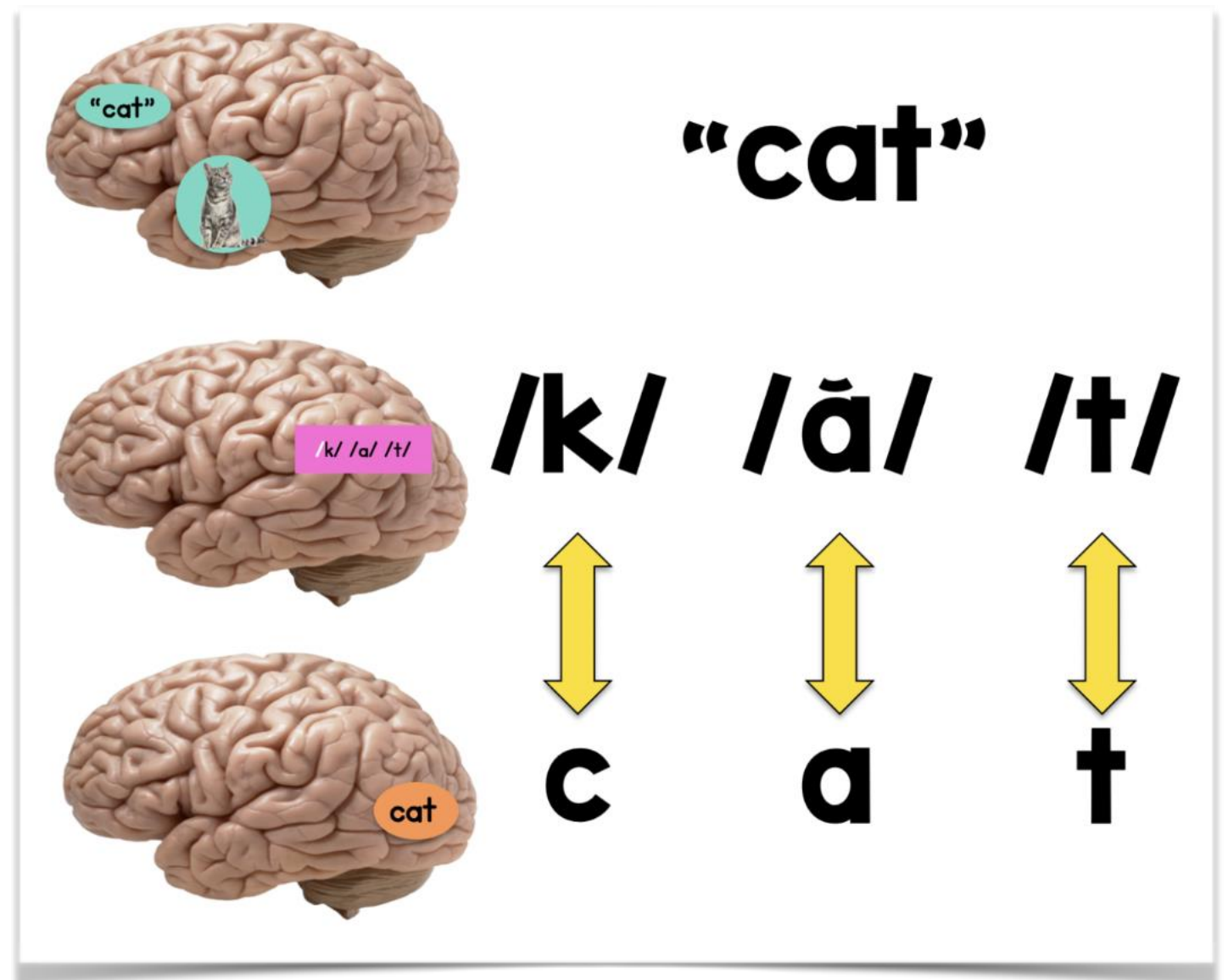


Notes

The role of orthographic mapping in learning to read

Each word has three forms:

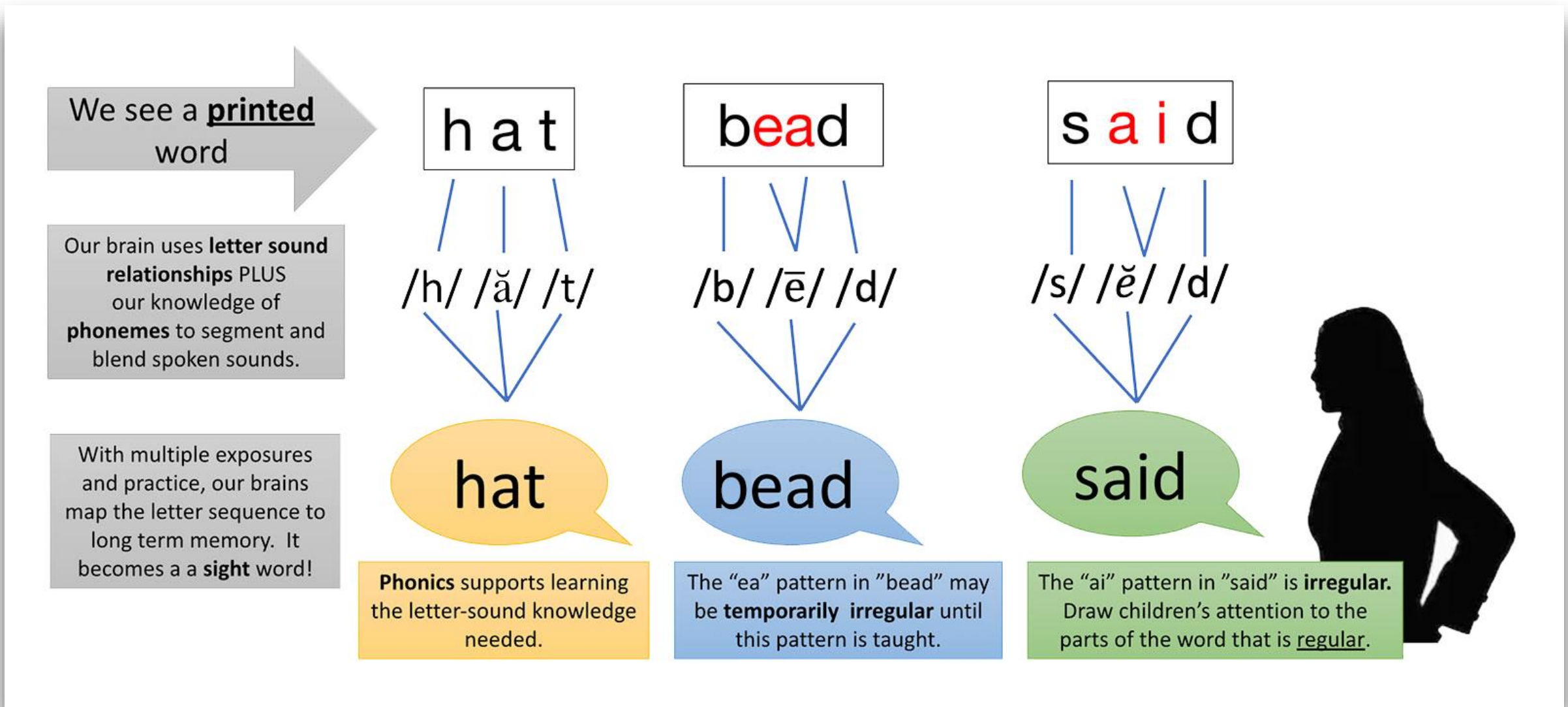
- Meaning
- Phonology (sound)
- Orthography (spelling)





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

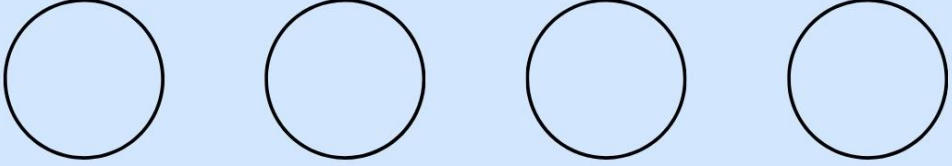
supporting the cognitive process of orthographic mapping

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

WORD MAPPING



 Say the word





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

----- duck -----



Notes



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.

Adapted from Adams, 1990 and Carroll, Davies, and Richmond, 1971



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.

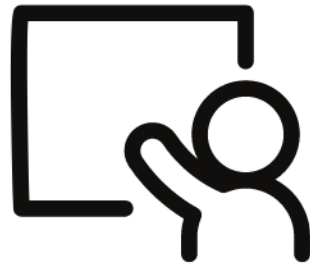


Phonics Instruction: A Lesson Flow



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).



Notes



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

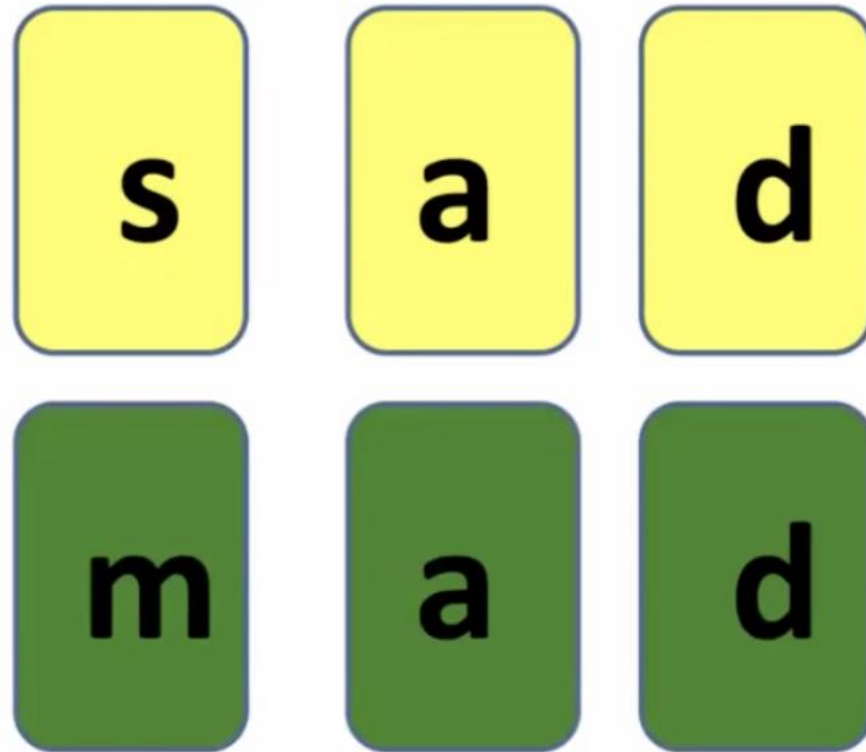
log
dog
dig

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.



Notes



Instructional Strategy: Word Chains

Teacher Language

Skill

(Begin with mat.) Change mat to sat.

encoding

Change the S to an F.
Now tell me 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 an S to the beginning of lit.
What word do you get?

decoding



A Phonics Centre Activity - Letter Bank

Word Awareness

1		l	e	g
2				
3				
4				
5				

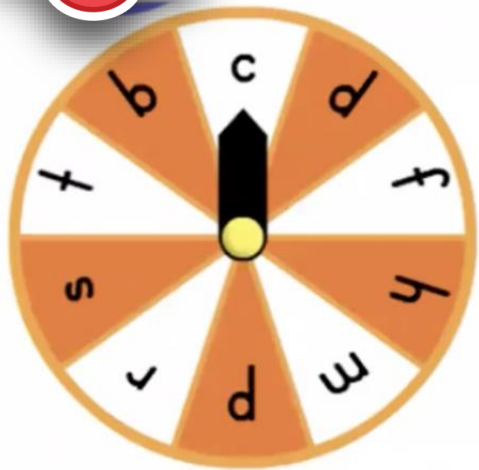
Letter Bank

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

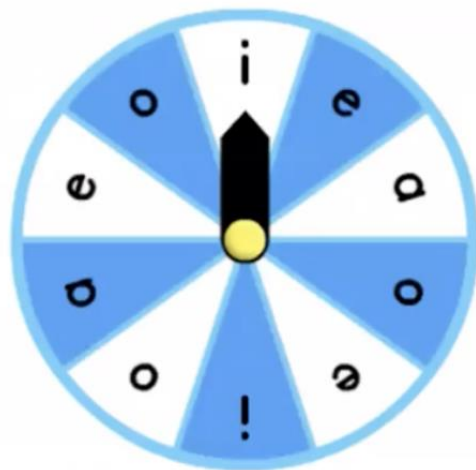


A Phonics Centre Activity - Spin It

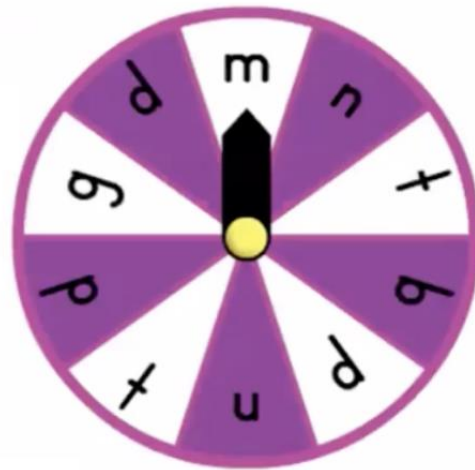
Word Awareness



Spinner 1



Spinner 2



Spinner 3

TEAM 1

TEAM 2

Organize list by spelling pattern



Notes



A Phonics Centre Activity - Roll It

Word Awareness



TEAM 1		
-ear	-air	-are

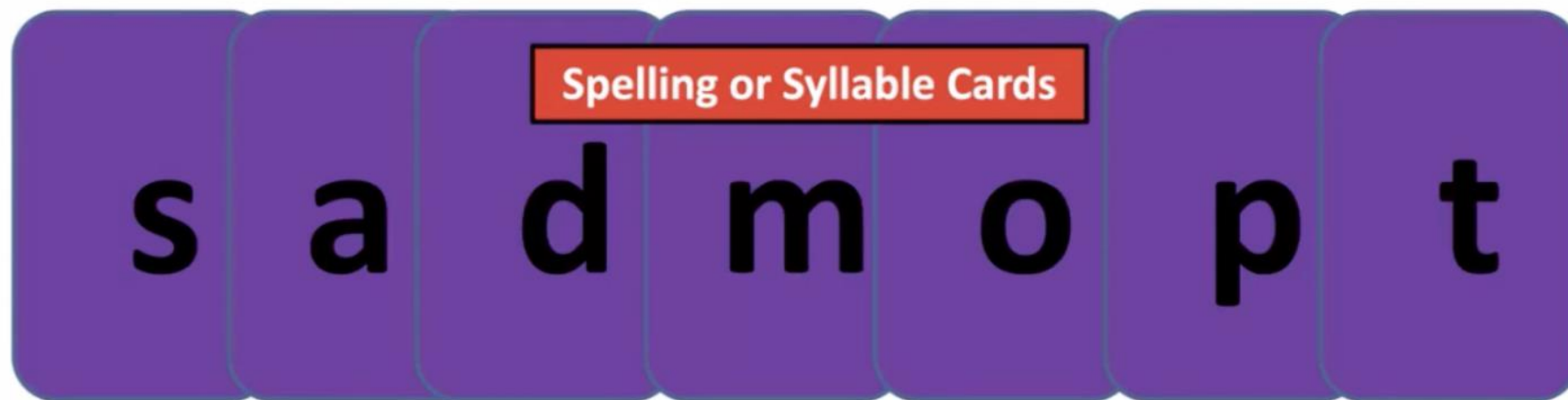
TEAM 2		
-ear	-air	-are



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.



- 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
 mad sat sat
 bad hat sit
 had had hit
 hat

sad sad
 mad mad
 map map
 tap mop
 tan top
 man tap
 tan
 man



road
show
grow
boat
blow
coat
row
goat

Word Sort			
-o	-oa	-ow	oddballs
	no mother soak know	snow throw cold toast	boat toad yellow soap
			were goal don't father
			show old yolk follow

Each sort should end with a question like:

What did you **notice** about these words?

or

What did you **learn** about these spelling patterns?



Notes

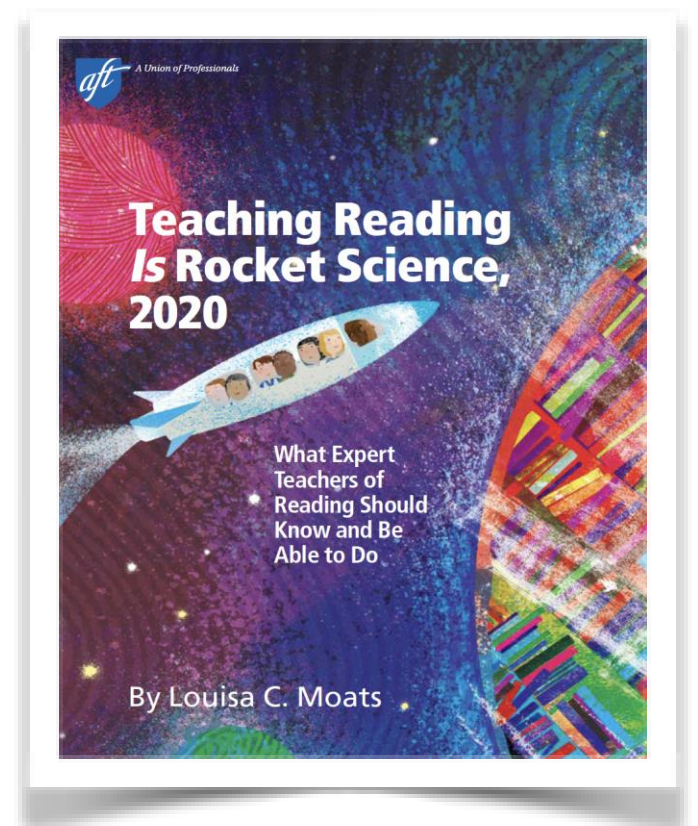


Increasing Reading Achievement & Preventing Reading Failure

“Informed classroom instruction that targets specific language, cognitive, and reading skills beginning in kindergarten enhances success for all but a very small percentage of students with learning disabilities or severe dyslexia.

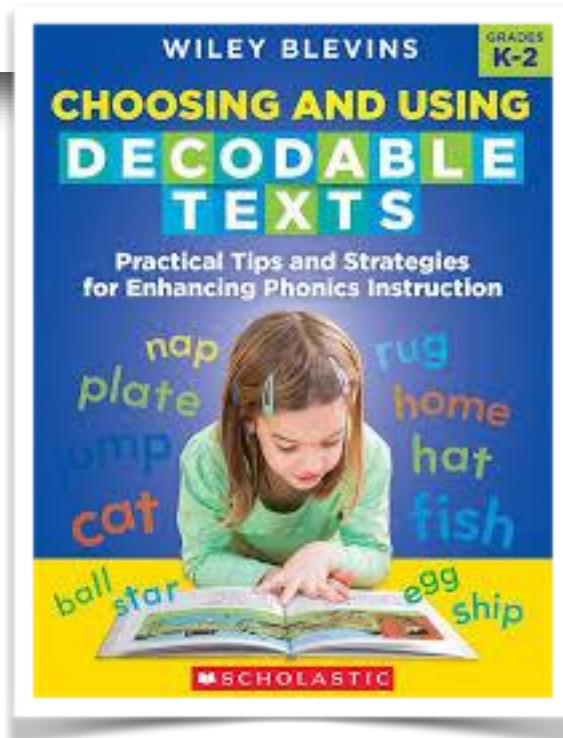
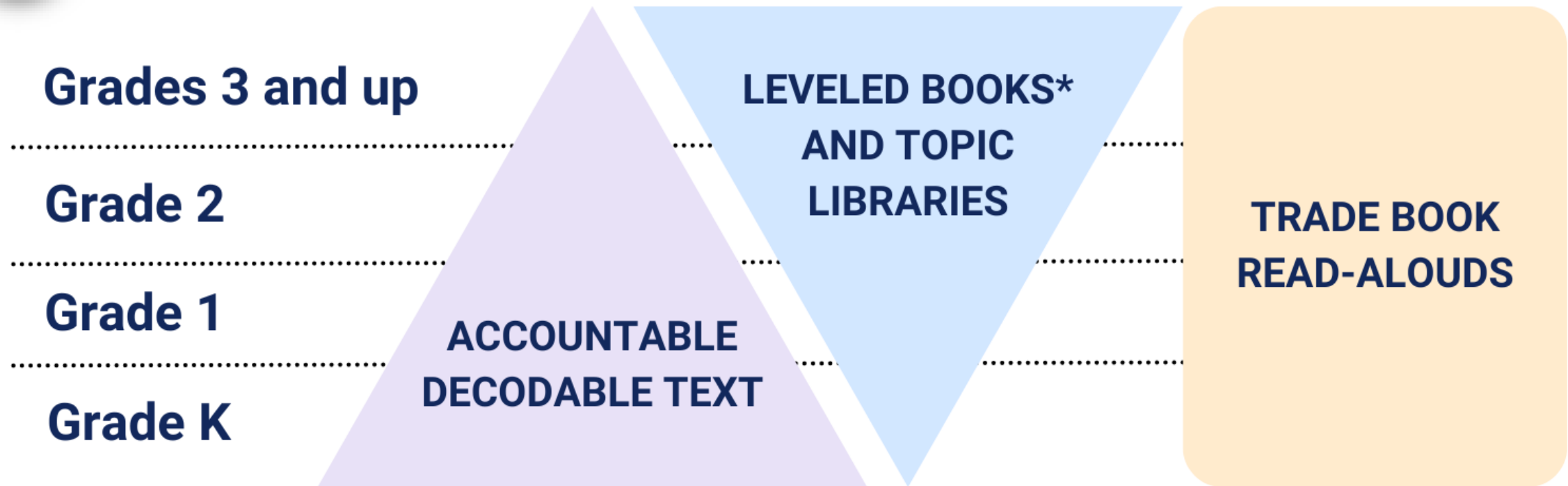
Researchers now estimate that 95 percent of all children can be taught to read by the end of first grade.”

- Louisa Moats, teacher, psychologist, researcher & author





Decodable Texts



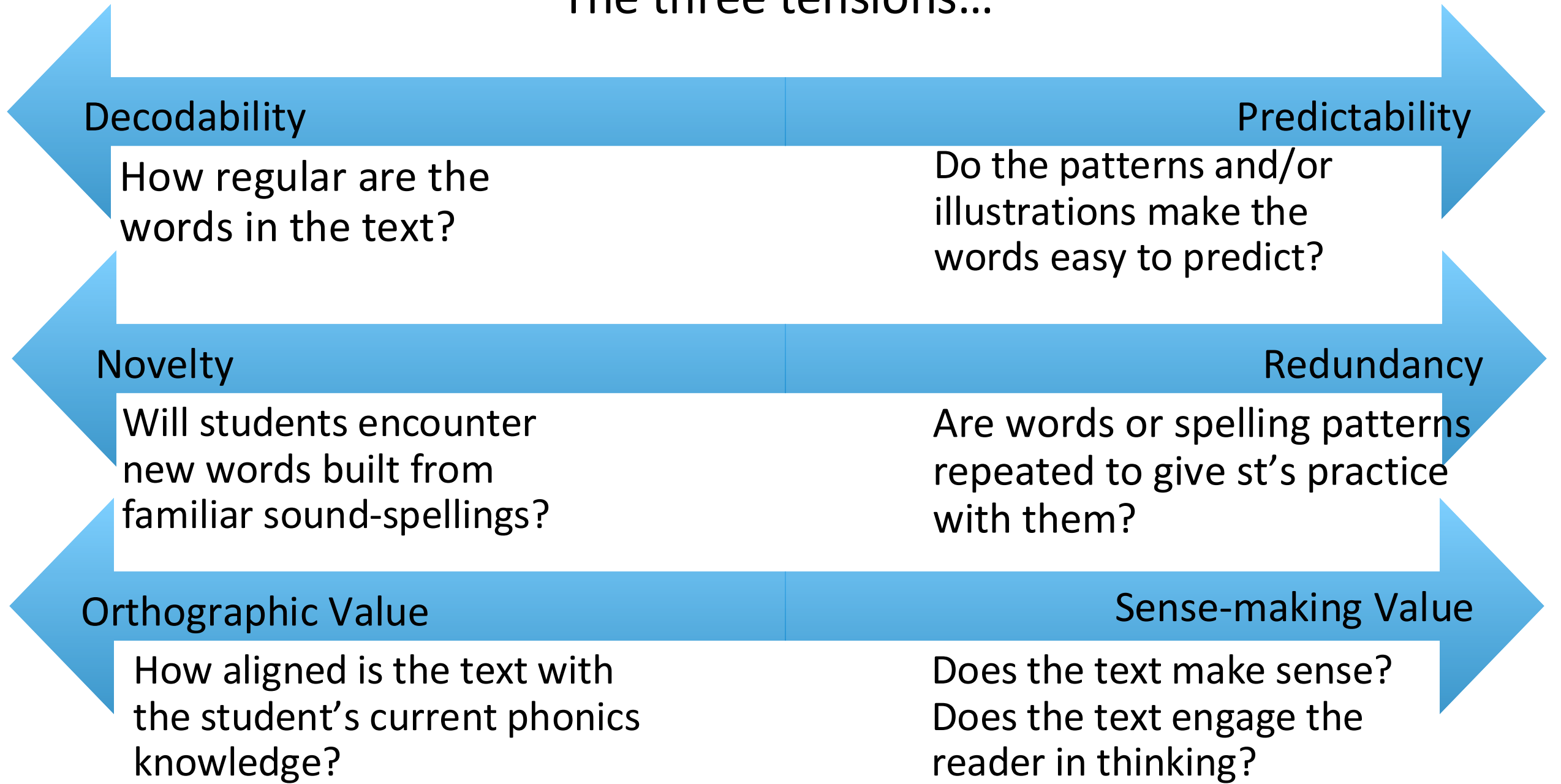
Important to remember that students need access to a variety of texts for different instructional purposes



Considerations for choosing books

Questions to ask when considering beginning texts:

The three tensions...

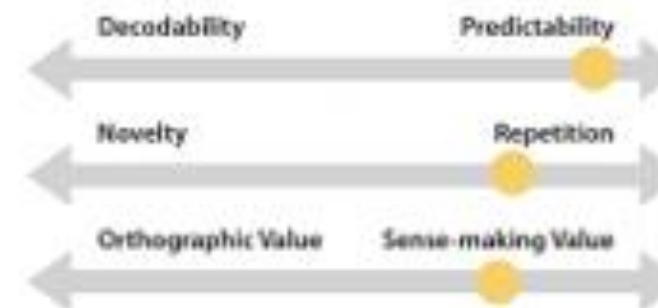
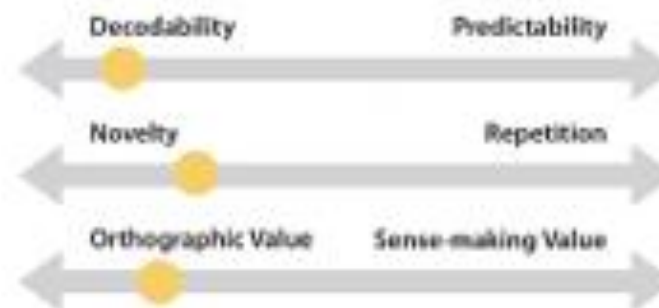
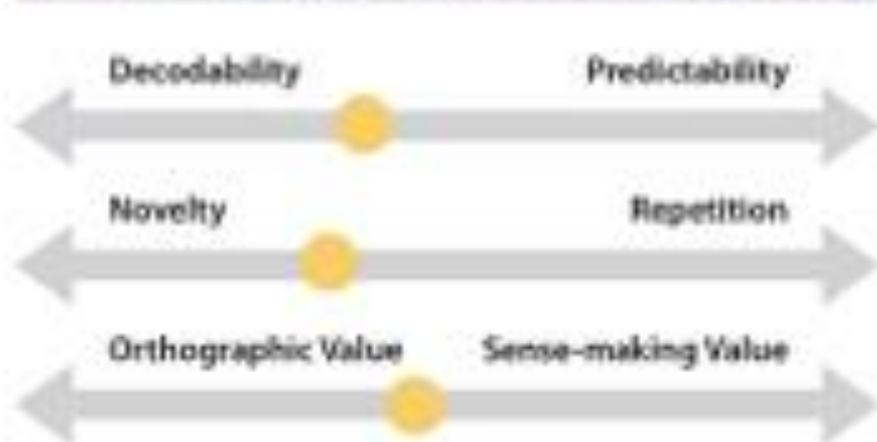
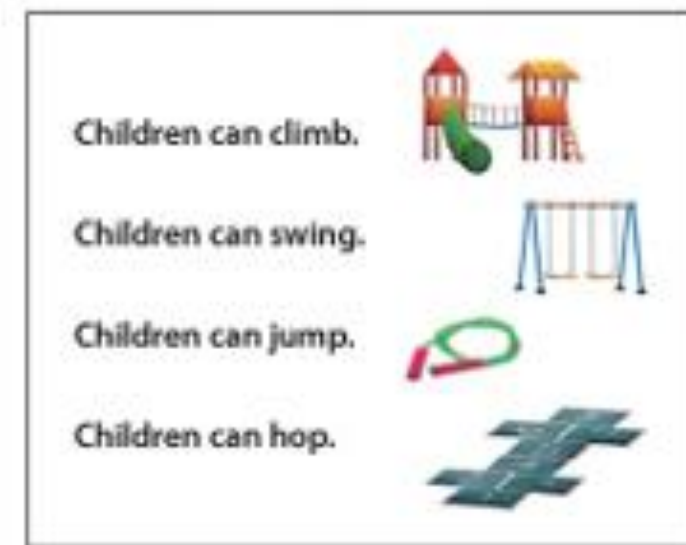




Notes



Different texts for different purposes



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

Decodable Text

Let's jump in and have a go: planning WHOLE-GROUP and SMALL GROUP

Whole-Group Decodable Text Routine

Before Reading <ul style="list-style-type: none">• Give students 1-2 minutes to highlight target skills words in the text.• Have students read highlighted words as a class, with a partner, or independently.
During Reading <ul style="list-style-type: none">• Invite students to choral read the text as a class or with partners.
After Reading <ul style="list-style-type: none">• Have student retell the story and answer questions about the text.

To create a reminder card, print on card stock and/or laminate. Trim to desired size.

Small-Group Decodable Text Routine

Lesson Steps	
Before Reading	Review target skill
	Read/write words that contain the target skill.
	Pre-teach or review any irregular high-frequency words.
During Reading	Have students read the text, while providing feedback and support. Remember: <ul style="list-style-type: none">• Stagger start• Encourage eyes on words and finger tracking• Read, Model, Read Again Error Correction Procedure <ol style="list-style-type: none">1. Pointing Prompt: Point to the part of the word the student missed and allow time for him to state the correct sound.2. Verbal Prompt: If he can't recall the sound, provide it for him.3. Blending Prompt: Encourage him to blend the sounds. If he is unable to blend the sounds himself, model how to do it for him.
After Reading	Ask questions about the text or have students retell the story.

To create a reminder card, print on card stock and/or laminate. Trim to desired size.





Fluency

accuracy, automaticity, prosody

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.
 - Fluency develops over time, through practice.
-

Fluency is the **bridge** between word recognition and comprehension.



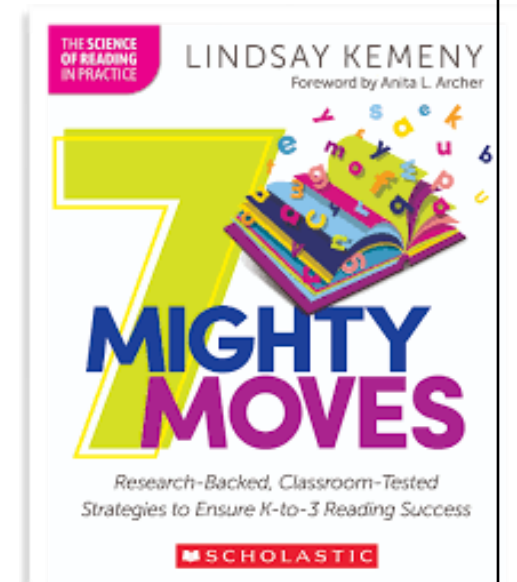
Notes



Building Fluency

Ideas for instructional Strategies:

- 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





Building Fluency

Keep in mind:

- More than just reading fast
- Remember...fluency is not an isolated skill; subskills: phonemic awareness, sound-symbol knowledge, automaticity at letter or word level
- Don't teach phonics in isolation
- Avoid "round robin" reading
- Be mindful of how you use independent reading time





Vocabulary

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



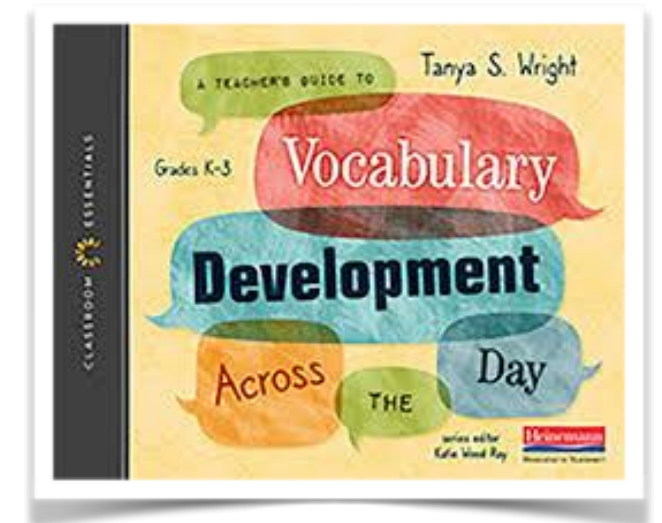
Notes



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





Vocabulary Instruction

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

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.



Notes



Reading Comprehension Strategies

Reading is an **interactive process** involving **decoding words** and **constructing meaning**.

Background knowledge and vocabulary are key for comprehension.

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

- modelling of comprehension
- asking students retell what they've read
- prompting or questioning before, during, and after reading



Skilled comprehenders use these strategies

- connecting to prior knowledge - schemas
- self-questioning - ask themselves questions about the text
 - ▶ an essential component of planning to understand a text
- predicting - using prior knowledge and clues from text to make hypotheses about the text content
- using text structure - organize text information to make meaning
- visualizing - mental imagery to remember information from texts
- making inferences - integrate bits of info and fill in the gaps
- summarizing - prioritize the importance of info to get the 'gist'
 - this requires complex working memory and cognitive flexibility

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



Invitations to Reflect on Our Current Practice

Take a few minutes to reflect on your current practices:

What practices are you using that work well?

What new idea(s) do you want to try?

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



Notes



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



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?



Notes



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 dog
- A **poem** about dogs
- A **labeled diagram** of a dog
- A **‘how to’ book** about taking care of dogs
- An **information book** about dogs
- A **persuasive paragraph** on why dogs are better pets than cats



The Choice of Topic & Genre

Increasing engagement through choice.

- What is **your** favourite topic? One that you'd like to write about.
- What **genre** would you choose?
- **Share** your **topic and genre choice** with your table group.

- | | |
|--------------------------|--------------------------|
| - A small moment story | - A persuasive paragraph |
| - A poem | - A review |
| - A 'how to' book /guide | - A poster/brochure |
| - An information book | - A comic strip |



Reflections & Next Steps

Please answer 1 of the following questions

- * What are your key takeaways from today?
- * What is one mirror and one window from today?
- * Write your next steps (instructional strategies or practices) for something to try before we meet again?

Exit
Ticket



Notes



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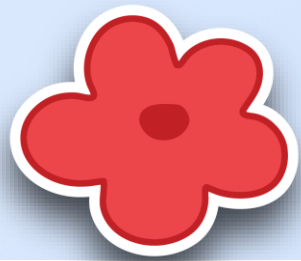
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Notes



Notes
