POPEY
Provincial Outreach Program for the Early Years
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Comprehensive K-3 Reading and Writing Instruction

September 21, 2018
9:00am - 11:45am
Lisa Thomas - Teacher Consultant
Session objectives...

Routines, strategies and suggestions for:

• Using scaffolded and differentiated supports for reading and writing to, with, and by children

• Designing a framework that supports early and emergent readers and writers
Being in the Learning Zone

The deliberate practice of breaking down abilities into component skills:

✓ being clear about which sub-skill we’re working to improve

✓ giving full concentration to a high level of challenge outside our comfort zone
  › the learning zone stretches us just beyond what we can currently do

✓ using frequent feedback with repetition and adjustments

✓ engaging the guidance of a skilled coach

TEDTalk: How To Get Better at the Things You Care About
How to Spend More Time in the Learning Zone

Creating a spiral to ever-increasing capabilities:

✓ we must believe that we CAN improve (growth mindset)

✓ we must WANT to improve at that particular skill (purpose)

✓ we must have an idea of HOW & WHAT we can do to improve
  › deliberate practice

✓ we must be in a low-stakes situation where mistakes are to be EXPECTED
  › welcome and examine mistakes as opportunities for practice, revision and learning

TEDTalk: How To Get Better at the Things You Care About
"If children are not spending a significant portion of their day engaged in texts that allow them to practice the strategies we are modelling, then we cannot possibly expect them to take on these strategies and use them independently."
Think About Yourself as a Reader

You probably:

- choose what you want to read
- read for a variety of purposes
- have opportunities to read for long periods of time
- respond through reflection, conversation, and collaboration
- sometimes share your thinking and insights with others

* think about how you can provide your students with these same opportunities...

From - Reading with Meaning: Teaching Comprehension in the Primary Grades - Miller
Curricular Competencies

- read fluently at grade level (1-3)
- reading, listening, and viewing strategies
- foundational concepts of print, oral and visual texts
- engage actively as listeners, viewers, and readers
- story in First Peoples' cultures

Content

- structure of story (K-1)
- elements of story (2-3)
- literary elements and devices
- reading strategies
- phonemic and phonological awareness (K-1)

All have elaborations for additional instructional information.
The Knowledge & Skills Required for Reading

- Oral language skills
- Ability to activate prior knowledge and experience
- Understanding of concepts of print
- Phonemic awareness
- Understanding of letter-sound relationships
- Vocabulary
- Ability to use the three cueing systems (Meaning, Structural, Visual)
- Ability to use comprehension and metacognitive strategies
- Ability to apply higher-order thinking skills
The Developmental Stages of Reading

**Early**
- pretend, imitate & practice reading behaviours
- become familiar with words, letters & rhymes
- begin to understand concepts of print

**Emergent**
- know that print represents sounds & words
- know how sounds translate into letters & letter clusters
- understand most concepts of print
- know how to break words into letters &/or sounds
- develop decoding & problem solving skills
- acquire a collection of high frequency words
- rely on pictures, initial consonants and other cues

**Fluent**
- stronger decoding skills
- identify words with greater skill & ease
- apply more complex comprehension strategies
- cueing systems to support comprehension
- have a bigger bank of sight words

Adapted from - A Guide to Effective Instruction in Reading - K-3 - Ontario Education
Reading Demands a Two-Pronged Attack

Mastering the Code

- Decoding
- Phonemic Awareness
- Spelling, Vocabulary
- Fluency

Making Meaning

- Thinking
- Comprehension
- Constructing meaning
- Metacognition

*your Word Work study will help support Mastering the Code

★We need to teach students that reading is thinking.★

From - Reading Power - Gear
Effective Routines for Developing Word Solvers

Students should have daily experiences with:

- scaffolded reading and writing activities
- alphabet games, stories, poems and songs
- predictable charts
- sound activities - sorting, blending, substituting, matching
- letter and word sorts
- making words activities
- word and sentence segmenting activities
- syllable sorting and segmenting activities
- word wall activities
- word guessing games

Adapted from - Comprehensive Literacy Resource for Kindergarten; Grades 1-2 Teachers - Trehearne
Profile of a Proficient Reader

A good reader is metacognitive. A good reader...

- Makes connections
- Asks questions
- Visualizes
- Determines importance
- Draws inferences
- Analyzes and synthesizes
- Monitors comprehension

🌟 We need to explicitly, and repeatedly, model how good readers use these skills.
Turn & Talk - Share a Favourite Book!

Think of a book you’ve read recently and enjoyed, or an old favourite that you re-read occasionally.

Go around your table group and take turns sharing either...

- a connection you made to that book, or
- a visualization you had while reading it, or
- a transformation you experienced during or after reading it

Is there a common thread to your sharing?
Possible Reading Goals

PRE-EMERGENT & EMERGENT READERS

- engagement
- using sources of information

- fluency
- writing about reading
- conversation

comprehension

fiction
- plot & setting
- characters
- vocabulary
- themes & ideas

non-fiction
- main idea
- details
- vocabulary
- features of text

Adapted from - The Reading Strategies Book - Serravallo
Scaffolded Support for Reading

- Independent Reading
- Guided Reading
- Literacy Centres
- Book Clubs
- Shared Reading
- Active Read Aloud

- Reading TO Children
- Reading WITH Children
- Reading Together
- Reading BY Children
- Reading TO Children
**Reading Workshop/Reading Block Structure**

**HOW the classroom runs**

- **mini-lesson/focus lesson**
- **sharing**
  - teacher
  - students
  - celebration
- **independent reading time**

**Teacher is:**
- conferring with students
- teaching small groups
- providing mid-workshop small teaching moments

**Students are:**
- reading privately
  - read to self
- reading with a partner
  - read to someone

Adapted from: *Units of Study - Writing* - Calkins & Mindsets and Moves - Goldberg & The Daily Five - Boushey & Moser
Connection
- connect the context of the day’s teaching with the work the class has been doing
- name the teaching point for the lesson - expect and look out for nonfiction keywords
- about 1 minute

Teach
- crystallize what you plan to teach in this mini-lesson - today’s goal & steps to reach it
- provide concrete instruction to demonstrate today’s skill or strategy
- 2-3 minutes

Active Engagement
- “Now you try it” - and provide students with a little bit of guided practice (scaffolded learning)
- everyone has a go, working with a partner or small group, while the teacher listens and coaches
- 2-3 minutes

Link
- re-state the teaching point - connect it to not just today, but every day
- they go and do their own work - working independently & collaboratively with their partners
- about 1 minute

= 10 minutes

Format from - Units of Study for Teaching Writing - Calkins
Connection

Explain that learning about a topic involves understanding the language that explains it.

Cite the kids’ abilities to talk the lingo of a high-interest topic (skateboarding, basketball, dogs...) – very quick oral discussion/sharing

Name the teaching point:

Even before readers start to read a new nonfiction book, they think, "What keywords do I expect to run into?” and they make a little list.

Later, when they see one of those words in the book, they don’t get stuck. Instead, they think, “I knew that word would be here!”
Brainstorm a set of words you’re likely to encounter in the book you’re about to read, and model getting stuck on one, once you start reading the book out loud.

“Lets think of the words we already know about this topic. We should try talk the talk of tigers. What are some keywords that we might already know?”
Active Engagement

Set children up to anticipate keywords in new books, and then coach them as they read on the lookout for the keywords.

“It’s time to try this in your own book - for real, with a brand new text!
Get ready to talk the talk of your new book by thinking about what keywords you’ll probably meet inside the book.”
(get students to work with a partner)

“Now, begin to read just the first part of your book together, and be on the lookout for those keywords you’re expecting to see.”

“Those keywords are helping you talk the talk right from the start!”
Bring the readers back together to restate the teaching point, and remind them they can use this skill moving forward.

“Readers, I can hear and see that you are starting to anticipate the keywords you’ll find when you read your new books.

You are growing knowledge about a topic right away.”
• in partners/groups & with your own non-fiction books

• think about the lingo you’re going to find in your books

• talk the talk of your topic

🌟 What words might I run into?

▷ What are some keywords that we already know?

• read your book with your partner/group – notice when you read the lingo you brainstormed!
Fostering Comprehension in ALL Readers

Kids need:

✓ A great deal of **time** spent reading

✓ Experience reading **real texts** for **real reasons**

✓ Experience reading a range of text **genres** that we want students to be able to comprehend

✓ A setting rich in **vocabulary development** through **reading**, **experience**, and **discussions** of **words** and **their meanings**

✓ A setting rich in **high-quality talk** about texts that have been read

✓ Lots of **time spent** **writing** texts for others to read

⭐ **Readers read longer to get stronger!** ★
“Primary classrooms should be places where there are writing **demonstrations and discussions every day** about what comes next and why.

They should be places where there’s a **strong connection between reading and writing**, as students look to **mentor texts** as models.”
Curricular Competencies

- concepts of print, oral and visual texts (K-1)
- create stories and text
- text structures
- plan and create stories and text
- plan and create communication forms

Content

- writing processes (1-3)
- concepts of print (K-1)
- letter knowledge (K) & letter formation (1-2)
- sentence structure (1-3)
- conventions (Grades 1-3)

★ all have elaborations for additional instructional information ★
A Learning Pathway for Young Writers

Some children...

☑ will draw and write as motor activities

☑ will convey meaning in their drawings, but if they write at all, it may be unclear what their marks say

☑ will write - but seem to use random letters

☑ know some letters and sounds but don’t yet write them

☑ label drawings - but don’t yet write readable sentences

☑ write all-about books and stories (and other genres too)
A Learning Pathway for Young Writers

Some children will draw and write as motor activities.

We need to help these children grasp the idea that texts carry messages, that pictures and words hold stories and information.

Our first goal will be to help them approach the page with an intention to convey meaning.

If youngsters are not encoding meaning into their drawings and their approximations of writing – helping them to do this will be our focus.
The Developmental Stages of Writing

**Early**
- oral language can equal print
- understanding concepts of print
- imitates adult writing

**Emergent**
- begins to understand the purpose for writing
- expresses ideas in simple sentences
- uses some basic writing forms
- writing is used to communicate a message
- often uses inventive spelling

**Fluent**
- writes for a variety of purposes
- uses forms for the appropriate audience
- follows the steps of the writing process
- uses a variety of spelling strategies
- groups sentences into paragraphs

Adapted from: [A Guide to Effective Instruction in Writing - K-3 - Ontario Education](#)
What We Know About Writing Development

Kids need:

- **extensive opportunities** to write on **topics** they **care about**

- **explicit** and **sequenced instruction** that helps them **progress** along a **learning continuum**

- **critical feedback** that helps them know **next steps**

From - Units of Study in Opinion, Information, and Narrative Writing - Calkins, The Reading and Writing Project
Effective Routines for Writing Instruction

Students need exposure and practice with:

- oral language skills
- activating prior knowledge and experience
- understanding audience and purpose for writing
- understanding the writing process
- understanding the elements of writing
- applying higher-order thinking skills
- applying word work activities into writing tasks
- exposure to a variety of text forms, genres, formats and electronic media

Adapted from - A Guide to Effective Instruction in Writing - K-3 - Ontario Education
Write a collaborative (short) story at your table.
Launching the Writing Workshop

We Are All Writers:
Putting Ideas on Paper with Pictures and Words

“Writers write to make stuff - stories and teaching books. And this year, you are going to write books as well. So from this day forward, I’m going to call you writers.”

“Of course, if I’m going to call you writers, you’ll need time to actually write, to make stuff - stories and teaching books.”

“So every day we’ll have a writing workshop. We’ll gather here to learn what writers do.”

From - Units of Study in Opinion, Information, and Narrative Writing - Calkins, The Reading and Writing Project
Big Ideas:

• a writer has **a meaning to convey** and works to **put that meaning onto the page** so that:
  ‣ the **page** can be **passed to someone else**, &
  ‣ that person **can see** what the **writer has done** and make **meaning from it**

🌟 **writers look at the books that others have written** and think
  “I could do something like that too!”

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From - Units of Study in Opinion, Information, and Narrative Writing - Calkins, The Reading and Writing Project
Writing Modes

WHAT we write

🌟 different purposes for writing 🌟

✓ Narrative
  ▸ real or imagined texts/stories
    ✦ to tell a story

✓ Informational
  ▸ writing about topics students know or have researched
    ✦ to explain, describe or inform

✓ Persuasive
  ▸ writing arguments to support claims or opinions
    ✦ to convince using logic or reason

Adapted from - The Writing Thief - Culham & BC Ministry of Education - ELA Curriculum
Getting Ideas for Stories & Practicing Storytelling

Oral rehearsal (storytelling) helps young writers develop a sense of storybook language.

- Think of something that happened or something you did
- Practice telling a partner with a storyteller’s voice
- Pictures and words can tell who, where, and what happened
- Use speech bubbles
Possible Writing Goals

- composing with pictures
- engagement
- generating ideas
- focus & meaning
- organization & structure
- working with writing partners

- elaboration → word choice
- conventions - spelling → conventions - grammar & punctuation

*This work doesn't just occur during Writing time - it can happen during Word Work & Reading time too*

Adapted from - The Writing Strategies Book - Serravallo
Scaffolded Support for Writing

Independent Writing

Guided Writing

Literacy Centres
Writing Workshop Partners

Shared &/or Interactive Writing

Modelled Writing
Writing Block Structure

**HOW the classroom runs**

**Teacher is:**
- conferring with students
- teaching small groups
- providing mid-workshop small teaching moments

**Students are:**
- writing privately
- working with writing partners (conferring, editing, etc.)

**mini-lesson**

**sharing**
- teacher
- students
- celebration

**independent writing time**

Adapted from: *Units of Study - Writing - Calkins & TCWRP and Mindsets and Moves - Goldberg*
Writing Mini-Lesson Format

Connection
- think about what you noticed about the mentor text - encourage kids to do the same
- name the teaching point for the lesson - **you can put what you know on paper**
- about 1 minute

Teach
- model out loud - think-plan-write
- don’t just say what you want them to do - talk your writing process out loud
- 2-3 minutes

Active Engagement
- where the learner becomes part of the learning - turn and try it with a partner, in the air, etc.
- everyone has a go - with support (whole-class sharing = more demonstration)
- 2-3 minutes

Link
- re-state the teaching point - connect it to not just today, but every day
- they go and do their own writing - working independently & collaboratively with their partners
- about 1 minute

= 10 minutes

Format from - *Units of Study for Teaching Writing* - Calkins
Parts of the Writing Workshop

1 Connection

Show the children different kinds of books, pointing out that writers wrote them all. Tell children that this year, they’ll write too, producing books like those in your meeting area.

Point out that if you are going to call children writers, they need time to write, and use that to introduce the daily structure of a writing workshop.

Name the teaching point.

“You think of something you know about, and then with drawings and writing, you put what you know on the paper.”
Demonstrate how you go about making a teaching text – coming up with topics, then picturing those topics, and then getting ready to put what you know on the page.

“I could write about TV shows or dogs or bikes. I have a bike so I could teach other people about bikes. Now I am going to put what I know on the page by drawing my bike and writing about it.”
Active Engagement

Channel writers to think of a topic they could teach others and to tell what they might put on their page.

“Right now, think of what you know that you could teach others.

Picture it...tell the people near you what you will draw and write about in your teaching piece.

Writers, after you picture your topic, you need to put it on the paper. You can draw it and write words.”

(show a sample non-fiction text)
Remind children that they can write to teach people things, just like grown-ups.

“It’s not just grown-ups who can write to teach people things.

You can each write about something you know, teaching others about that topic.”
Mentor Text Read-Aloud

How to Lose All Your Friends
by Nancy Carlson
Talking points for you (and your students):

• social language, kindness, being polite

Oral rehearsal / discussion:

• what are ways to make and keep friends?

Collaborative Creation / Writing:

• make a book called How To Keep All Your Friends
Imagine if we didn’t engage babies in conversations until they could correctly pronounce whole sentences.

If we don’t engage youngsters in the real work of writing ... until they can accurately write whole sentences, we risk slowing their learning.
How to Help Students Spend More Time in the Learning Zone

Creating a spiral to ever-increasing capabilities:

✓ they must believe that they CAN improve
  ‣ growth mindset

✓ they must WANT to improve at that particular skill
  ‣ purpose - context, meaning, connection to the WHY

✓ they must have an idea of HOW & WHAT they can do to improve
  ‣ explicit instruction, demonstration & modelling
  ‣ time for deliberate practice

✓ they must be in a low-stakes situation where mistakes are to be EXPECTED
  ‣ welcome and examine mistakes as opportunities for practice, revision and learning
How can the Reading & Writing Workshop mini-lessons work as a scaffolded literacy support framework for your students? Share your thoughts.

1. Connection
2. Teach
3. Active Engagement
4. Link
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*additional resources to support today’s learning are at the back of the eHandout

POPEY
Provincial Outreach Program for the Early Years
www.popey.ca
Additional POPEY Docs to Support

Comprehensive Reading - Activities & Levels of Support

Comprehensive Writing - Activities & Levels of Support

Literacy Instructional Strategies

Planning Strategies to Consider

Planning & Strategies to Support English Language Learners

Universal Design for Learning Supports

Language Games to Support Phonological Awareness

K-3 Literacy Centre Ideas
Sources
Books

What Really Matters in RTI - Allington
The Daily Five - Boushey & Moser

Building Speech and Language Capacity - Calgary Catholic School District
Units of Study in Phonics - Calkins, Louis & The Reading and Writing Project
Units of Study in Reading - Calkins & The Reading and Writing Project
Units of Study in Writing - Calkins, The Reading and Writing Project
6+1 Traits of Writing - Culham
The Writing Thief - Culham

Reading Power - Gear
Mindsets & Moves - Goldberg
Catching Readers Before They Fall - Johnson & Keier
Reading with Meaning: Teaching Comprehension in the Primary Grades - Miller
The Writing Strategies Book - Serravallo
The Reading Strategies Book - Serravallo

Comprehensive Literacy Resource for K, 1-2 Teachers - Trehearn
Info Links

more info links are available on our [website](#)

- [A Guide to Effective Instruction in Reading - K-3 - Ontario Education](#)
- [A Guide to Effective Instruction in Writing - K-3 - Ontario Education](#)

Videos

more videos are available on our [website](#)

- [TEDTalk - How to Get Better at the Things You Care About](#)
- [Cooperative Story Writing](#)
- [4 Year Old’s Problem with New Year’s Resolutions](#)
Additional Information
& Support
Observe & Notice What Students Know, Understand & Can Do

retelling

predicting

fluent reading

recognizing familiar words

structure & elements of story

use of pictures, patterns, memory & prior knowledge

making meaning & connections

vocabulary to talk about texts

recognition of text structures & features

Adapted from - BC Curriculum - ELA Curriculum
# Comprehensive Reading - Activities & Levels of Support

<table>
<thead>
<tr>
<th>Activities &amp; Purpose</th>
<th>Support</th>
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</thead>
<tbody>
<tr>
<td><strong>Teacher:</strong></td>
<td><strong>Full Support</strong></td>
</tr>
</tbody>
</table>
| ‣ selects and reads book or other text | Teacher:  
| ‣ models fluent and expressive reading | ‣ provides full support  
| ‣ models characteristics of what good readers do | ‣ plans & guides active conversation  
| ‣ guides active conversation through strategically planned questions - based on class & student goals | Students:  
| **Students:**        | ‣ respond to text: pictures, meaning, language and teacher questions  
| ‣ build listening and oral language skills | |  
| ‣ have access to more advanced concepts or vocabulary | |
| ‣ see and hear effective reading strategies | |
| **Purpose:**         | |
| ‣ reading for enjoyment | |
| ‣ reading for a purpose | |
| ‣ creates a community of readers | |
| ‣ demonstrates characteristics of good readers | |
| ‣ increases vocabulary | |
| ‣ promotes oral language development | |
| ‣ known texts can become basis for a variety of other activities | |

[www.popey.ca](http://www.popey.ca)
Teaching Students to Make Connections

Text to Self
This book reminds me of something that happened to me.

Text to Text
This book reminds me of another book I’ve read.

Text to World
This book reminds me of something that affects other people.

We need to provide our students with stories they will be able to connect with successfully:
siblings, birthday parties, pets, friends, family...
Pre-Reading Strategies

To help students focus on the text prior to reading:

- Sort and Predict
- Picture Walk
- K-W-L
- Web
- Building from Clues
- Anticipation Guide
- Introducing Vocabulary
During Reading Strategies

To teach students how to think while they are reading:

- Connect
- Visualize
- Question
- Infer
- Transform

Kindergarten: Connect, Visualize (March)
Grade 1: Connect, Visualize, Question (January)
Grade 2: Connect, Visualize, Question, Infer
Grade 3: Connect, Visualize, Question, Infer, Transform
Post-Reading Strategies

To enhance students’ reading and help them respond to the text in a meaningful way:

- Venn Diagram
- Thinking Bubbles
- Response Journals
- Story Mapping
- Clustering from the Text
- Letter to the Author or Character
- Problem/Solution
- Beginning-Middle-End
- K-W-L
Observe & Notice What Students Know, Understand & Can Do

editing
revising
text features
conventions
sentence structure
considering audience

plan & create stories/texts
literary elements and devices
structure & elements of story
letter formation/printing/handwriting

Adapted from - BC Curriculum - ELA Curriculum
## Comprehensive Writing - Activities & Levels of Support

<table>
<thead>
<tr>
<th>Modelled Writing</th>
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**Teacher:**
- models writing process
- talks aloud to verbalize what they are doing and why
- provides mini-lessons to focus on one specific writing element, trait or strategy
- creates a class or demonstration text

**Students:**
- build listening and oral language skills
- see and hear the writing process and effective writing strategies
- participate in sharing of ideas and contribute orally when appropriate

**Purpose:**
- to provide strong writing model for students
- students observe the writing process
- students hear the thought process of a writer while watching the creation of a written story or text

**Support**

<table>
<thead>
<tr>
<th>Full Support</th>
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**Teacher:**
- provides full support
- models writing process

**Students:**
- observe the writing process
- participate in sharing of ideas

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[www.popey.ca](http://www.popey.ca)
Necessities of Writing Instruction

• Writing needs to be taught like any other basic skill, with explicit instruction and ample opportunity for practice.

• Children need to write for real, to write the kinds of texts they see in the world, and to write for an audience of readers.

• Children need to be immersed in a listening and storytelling culture where their voices are valued and heard.

• Children will especially invest themselves in their writing if they write about subjects that are important to them.

• Children need to be taught phonemic awareness and phonics.
Necessities of Writing Instruction

• Children need to be explicitly taught how to write; not just spelling and conventions, but also the qualities and strategies of good writing.

• Children need the opportunity and instruction necessary for them to cycle through the writing process.

• For children to write well, they need opportunities to read and to hear texts read, and to read as writers.

• Children need clear goals and frequent feedback, to know what their next steps might be.
Writing - Focusing in on What Matters

- explicit instruction
- opportunity
- practice
- write for real
- write as readers
- immersion
- listening culture
- storytelling culture
- voices valued & heard

- invest themselves
- PA/phonics instruction
- qualities of good writing
- writing strategies
- the writing process
- read as writers
- clear goals
- frequent feedback

From - Units of Study in Opinion, Information, and Narrative Writing - Calkins, The Reading and Writing Project
Word Walls Can Help Us Make Readable Stories

Teaching word families is high impact instruction

There are **37 word families** that can **help kids spell about 500 words**

The **word families** help kids make **C-V-C words** and also **teach children a foundational spelling strategy**

One **known word** can **help you spell other unknown words** - fit, kit, split

Once writers **understand a word family**, sometimes they can then **begin to recognize** that **short vowel sound** in other **words**, too.

**Writing workshop** is the **reason** to learn about **words**.

**In some ways**, **writing workshop** is **the game** and **word work time** is **the practice**.
Persuasive Writing

Using Words to Make a Change

✦ People **write ideas** and **opinions**

✦ You can **write** to **help solve problems** and to **help** make your classroom and school **even better**

✦ Think of a **problem** and **ask** “**Could I write something to make things better?**”

✦ Share **possible problems** and **solutions orally** as examples

✦ Write a **sign, letter, song, list, petition** (give them a menu of options)

✦ Remind children that their **writing** will be **more convincing** if they include many **reasons**.

Our goal here is to help all children learn to use language, evidence, and logic to persuade.
Writing Mini-Lessons for First Grade
by Debra J. Hall, Patricia M. Cullen-Davis, & Darice B. Boger

Marvelous Minilessons for Teaching Beginning Writing, K-3
by Lori Jamison Rog

The Most Wonderful Writing Lessons Ever
by Barbara Mariconda

25 Mini-Lessons for Teaching Writing
by Adile Fiderer