



Provincial Outreach Program for the Early Years

SD45 – Bowen Island Community School Professional Learning Series

Foundational Literacy Learning:
Exploring the How and Why of
Differentiated, Playful Literacy Instruction

Friday, September 22nd

8:30am – 2:30pm

Presenter:

Lisa Thomas

POPEY Program Manager

Professional Learning Series overview...

In this professional learning series with POPEY, we will explore:

- a scope and sequence for foundational literacy skills across the grades, so we can design differentiated, playful literacy learning experiences in a cumulative and systematic way and support students' successful reading and writing outcomes over time
- the importance of using common language and a cohesive collection of resources to inform our planning, instruction, assessment, and feedback cycle, to effectively nurture young readers and writers
- ways to educate and support families to create a more robust and effective Home Reading practice in the community

Shape of the Morning

This morning we will focus on:

- ✓ exploring the K–7 ELA curriculum and literacy learning progressions
- ✓ language & listening comprehension: access to complex language and opportunities for deep thinking across the grades
- ✓ using interactive read alouds, text sets, and wordless picture books to expand thinking, build vocabulary, share ideas and information, and create a community of curious readers, writers, and learners
- ✓ using scaffolded supports for personal writing, to share our unique stories and make connections to the world and others
- ✓ samples and possibilities for a Home Reading protocol for parents and families

Shape of the Afternoon

This afternoon we will focus on a deeper dive into foundational literacy skills to support successful reading and writing development in the primary grades:

- ✓ a scope & sequence for phonemic awareness and phonics
- ✓ Elkonin (sound) boxes and orthographic mapping
- ✓ characteristics of strong phonics instruction
- ✓ some low prep/high impact activities and games to promote phonics knowledge and support student learning

Kindergarten to Grade 2 - ELA Big Ideas

- ✓ Language and story can be a source of creativity and joy
- ✓ Stories and other texts help us learn about ourselves and our families (Grade 2 includes: *and our communities*)
- ✓ Stories and other texts can be shared through pictures and words
- ✓ Everyone has a unique story to share
- ✓ Through listening and speaking, we connect with others and share our world
- ✓ Playing with language helps us discover how language works
- ✓ Curiosity and wonder lead us to new discoveries about ourselves and the world around us

Grade 3 - ELA Big Ideas

- ✓ Language and story can be a source of creativity and joy
- ✓ Stories and other texts help us learn about ourselves and our families, and our communities
- ✓ Stories can be understood from different perspectives
- ✓ Everyone has a unique story to share
- ✓ Using language in creative and playful ways helps us understand how language works
- ✓ Curiosity and wonder lead us to new discoveries about ourselves and the world around us

Grade 4 & 5 - ELA Big Ideas

- ✓ Language and **text** can be a source of creativity and joy
- ✓ Exploring **stories and other texts** helps us understand ourselves and make connections to others and the world
- ✓ **Texts can be understood from different perspectives**
- ✓ Using language in creative and playful ways helps us understand how language works
- ✓ **Questioning** what we hear, read, and view contributes to our ability to be educated and engaged citizens

Grade 6 & 7 - ELA Big Ideas

- ✓ Language and **text** can be a source of creativity and joy
- ✓ Exploring **stories and other texts** helps us understand ourselves and make connections to others and the world
- ✓ Exploring and sharing **multiple perspectives** extends our **thinking**
- ✓ Developing our **understanding** of how language works allows us to use it **purposefully**
- ✓ **Questioning** what we hear, read, and view contributes to our ability to be educated and engaged citizens

NEW - Learning Pathways & K-12 Literacy Progressions

The K–12 Learning Progressions demonstrate a continuum of proficiency from K to 12. They highlight what a thinking or communication skill may look like for a proficient student.

Aspects of Literacy

- ✓ comprehends text
- ✓ applies understanding
- ✓ develops ideas
- ✓ communicates ideas and information

** This will be open for educators to provide feedback to the Ministry until January 2024.*

GRADE LEVEL PROFICIENCY DESCRIPTORS									
Aspect	Sub- aspect	K	1	2	3	4	5	6	7
Comprehends text (Makes meaning from text)	Interprets texts Examines a text or texts to support comprehension	Identifies text features and applies strategies to identify main ideas of the text to support understanding	Identifies text features and applies strategies to identify main ideas and purpose of the text to support understanding	Applies strategies and demonstrates understanding of text features to identify messages, ideas, and/or tone in the text <i>strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions</i>	Applies strategies and demonstrates understanding of text features to identify messages, ideas, and/or tone in the text <i>strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions</i>	Applies strategies and identifies text features to highlight themes, key messages, ideas, and/or tone to examine purpose and perspective of the text <i>strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions</i>	Applies strategies and identifies text features to highlight themes, key messages, ideas and/or tone to examine purpose and perspective of the text <i>strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions</i>	Applies strategies and uses text features as cues to identify themes, key messages, ideas, and/or tone to examine context, purpose, and perspective of the text <i>strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions</i>	Applies strategies and uses text features as cues to identify themes, key messages, ideas, and/or tone to examine context, purpose, and perspective of the text <i>strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions</i>
	Makes connections Makes meaning from text and uses experience (e.g., personal experience, prior learning, including from other learning areas) to make connections and deepen understanding	Makes connections with text(s) <i>connections: personal experiences, prior knowledge, other text(s)</i>	Makes connections with text(s) <i>connections: personal experiences, prior knowledge, other text(s)</i>	Makes connections with texts and between ideas within text(s) <i>connections: personal experiences, prior knowledge, other text(s)</i>	Makes connections with texts and between ideas within text(s) <i>connections: personal experiences, prior knowledge, other text(s)</i>	Makes connections with key aspects of text(s) and important ideas within text(s) to support understanding <i>connections: personal experiences, prior knowledge, other text(s)</i>	Makes connections with key aspects of text(s) and important ideas within text(s) to support understanding <i>connections: personal experiences, prior knowledge, other text(s)</i>	Makes connections with key aspects of text(s) and important ideas within text(s) to support understanding <i>connections: personal experiences, prior knowledge, other text(s)</i>	Demonstrates how connections with key aspects of texts and between important ideas within text(s) influence understanding <i>connections: personal experiences, prior knowledge, other text(s)</i>

Read & Reflect, Compare & Discuss

Take some time to read through these documents:

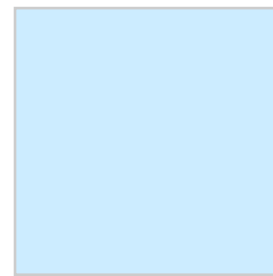
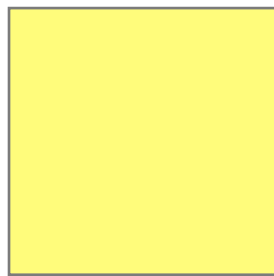
- ✓ BC's ELA Curriculum
- ✓ Draft – Learning Pathways Literacy Learning Progressions
- ✓ SD72's Year-Long Literacy Plans, K-5 (sample)
- ✓ Comprehensive Reading/Writing Activities & Levels of Support
- ✓ Early Reading Continuum
- ✓ Developmental Stages of Reading & Writing
- ✓ Reading & Writing Interest Inventories
- ✓ Class Profile



Read & Reflect, Compare & Discuss

Guiding questions for this activity...

- * What do you notice and wonder about these resources?
 - ✓ *These could be affirmations, connections, or new information*
- * Find a colleague who teaches a grade close to (or the same grade) as you and share something you noticed or wondered
- * On a post-it note, write down your main takeaway
- * Find a new partner and share your post-its with each other



Revisiting how we learn



- * observation of someone skilled modelling/demonstrating
- * direct instruction
- * gradual release of responsibility
- * practice / repetition
- * time / opportunity
- * encouragement / feedback
- * safety to take risks and try new things
- * relationships, motivation, engagement...

Learning is:


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

Review

Reading comprehension is fundamentally the same work as listening comprehension.

Opportunities to grow oral language – including vocabulary, background knowledge, sentence structure, and more – actually develop the comprehension mechanisms of reading.

A pup can run.
A pup can jump.
The pup can run and jump.



CANINE 101

BEFORE WE DIVE INTO THE WONDERFUL WORLD OF WAGGING TAILS and squeaky toys, we need to answer a few things up front. The first question is . . .

WHAT IS A DOG?

Well, that's easy . . . a dog is an adorable bundle of fur that greets you at the front door when you get home from school, and occasionally drinks out of the toilet. Right? Eh, not so simple. The truth of the matter is that "dog" is a generic term for a whole family of animals called Canidae. Many animals besides man's best friend are in this family. That wolf you see howling on TV? Dog. That fox hiding behind the trash cans? Dog. That coyote wandering through the prairie? Dog. That prairie dog popping out of the ground? Okay, that's not a dog . . . but you see where this is going.

Members of the dog family share a few common characteristics: They are mostly predators, and they have teeth and jaws suited for catching prey. Many are social animals, meaning that in the wild, they live in groups. The majority of Canidae also have long bodies with similar structures that help them run and catch their meals. Which leads us to our second question . . .

WHAT KIND OF DOG IS THIS BOOK ABOUT?

We will get a little more in depth about a dog's extended family later. But for the most part, this book is about domestic dogs—aka your furry pal who occasionally drinks out of the toilet. Domestic dogs are quite a unique group of animals. What sets them apart? Their history with humans. In fact, the word *domestic* in this sense means "tamed by humans." That's because your fuzzy Fido is really just a wolf in dog's clothing. For the full history of dogs, you can flip to chapter 3, but here's what you need to know for now.

Scientists believe that thousands of years ago, humans domesticated (tamed) the gray wolf to help them with work around the farm, and for protection against unwanted visitors (such as bears, wild boar, or lions—depending on where they lived). Over time, humans bred wolves—put them together with a mate for the purpose of having babies—to have characteristics that they wanted in the dogs: better hunters, better watchdogs, smaller, bigger, and so on. When they did this over and over, the dogs began to look very different from their wolf-y roots, and very different from each other. That's how modern breeds of domestic dogs came to be. Today, there are 350 to 400 breeds of domesticated dog.

By the Numbers

78.2 MILLION
The number of dogs owned in the United States in 2011

118
The number of dogs owned by U.S. Presidents while they were in office

#1
The ranking of the Labrador retriever on the American Kennel Club's 2011 list of most popular dog breeds

22
The number of consecutive years the poodle was the most popular breed

21
The number of U.S. colleges and universities that have bulldogs as mascots

10 NGK EVERYTHING

DOGS 11



Revisiting Shift One:

Treat oral language development as an essential ingredient for comprehension.

High-leverage instructional routines for **language development**:

- ✓ Make space for planned and incidental conversation
- ✓ Ask quality questions
- ✓ Provide wait time
- ✓ Repeat and expand
- ✓ Use interesting words
- ✓ Read aloud
- ✓ Teach with text sets to build content area knowledge

How can you intentionally support oral language development to maximize early listening comprehension in the classroom?

High-Leverage Instructional Routines

Routine, Purpose, Examples – the What, the Why, the How

✓ Make space for planned and incidental conversation

- ★ Leverage conversation throughout the day and give children practice articulating ideas, listening, adding on, and asking relevant questions
- ★ Examples:
 - Lets talk about...
 - This is so interesting. Let's talk more about it...
 - Tell us about what just happened.
 - Talk to your partner about...
 - Who wants to add on to ____ ?

✓ Ask quality questions

- ★ To ensure students have opportunities for higher-level thinking, such as describing, explaining, comparing, evaluating, and inferring.
- ★ Examples:
 - What do you think about...?
 - How are ____ and ____ alike or different?
 - Why do you think that is more important?
 - Explain what really happened.

High-Leverage Instructional Routines

Routine, Purpose, Examples –
the What, the Why, the How

✓ Provide wait time

- ★ To give children the time they need to process information, formulate thoughts, and organize their language to express their ideas
- ★ Examples:
 - *After posing a question, wait.*
 - (Silence)
 - *I'll give you some time to think about what you want to say*
 - *Let your partner think.*

✓ Repeat and expand

- ★ To reinforce, extend, and clarify student language
- ★ Examples:
 - *Wow, that's so interesting. You had...*
 - *So you...*
 - *I don't understand. Tell me more about...*

High-Leverage Instructional Routines

Routine, Purpose, Examples – the What, the Why, the How

✓ Use interesting words

- ★ To teach new vocabulary and encourage students to use it, and to teach children to notice and acquire new words
- ★ Examples:
 - Let's all be on the lookout for new and interesting words
 - Let's take some time to learn this powerful word.
 - Let's see if we can all find ways to use this word today.

✓ Read aloud

- ★ To introduce students to new vocabulary, to build background knowledge, to expose children to language and text structures, and to provide children with joyful experiences with books.
- ★ Examples:
 - Let's read this book to see what we can learn about ...
 - Let's read this sentence again and try to figure out what it means.
 - Why did you love this story?
 - What's worth talking more about?
 - Tell the story to your partner in your own words.

High-Leverage Instructional Routines

Routine, Purpose, Examples –
the What, the Why, the How

- ✓ **Teach with text sets to build content area knowledge**
 - ★ To use text sets across read-aloud and shared, guided, and independent reading – including that in content area instruction – to build background knowledge and interest in a topic
 - ★ Examples:
 - Today we're going to learn more about _____ by reading _____.
 - Let's start a basket for all the books we are collecting about _____.
 - You'll be excited to find some of the same words and ideas from the other book(s) we've read. Tell us about the connections you find.

Reflect & Share - supporting language development

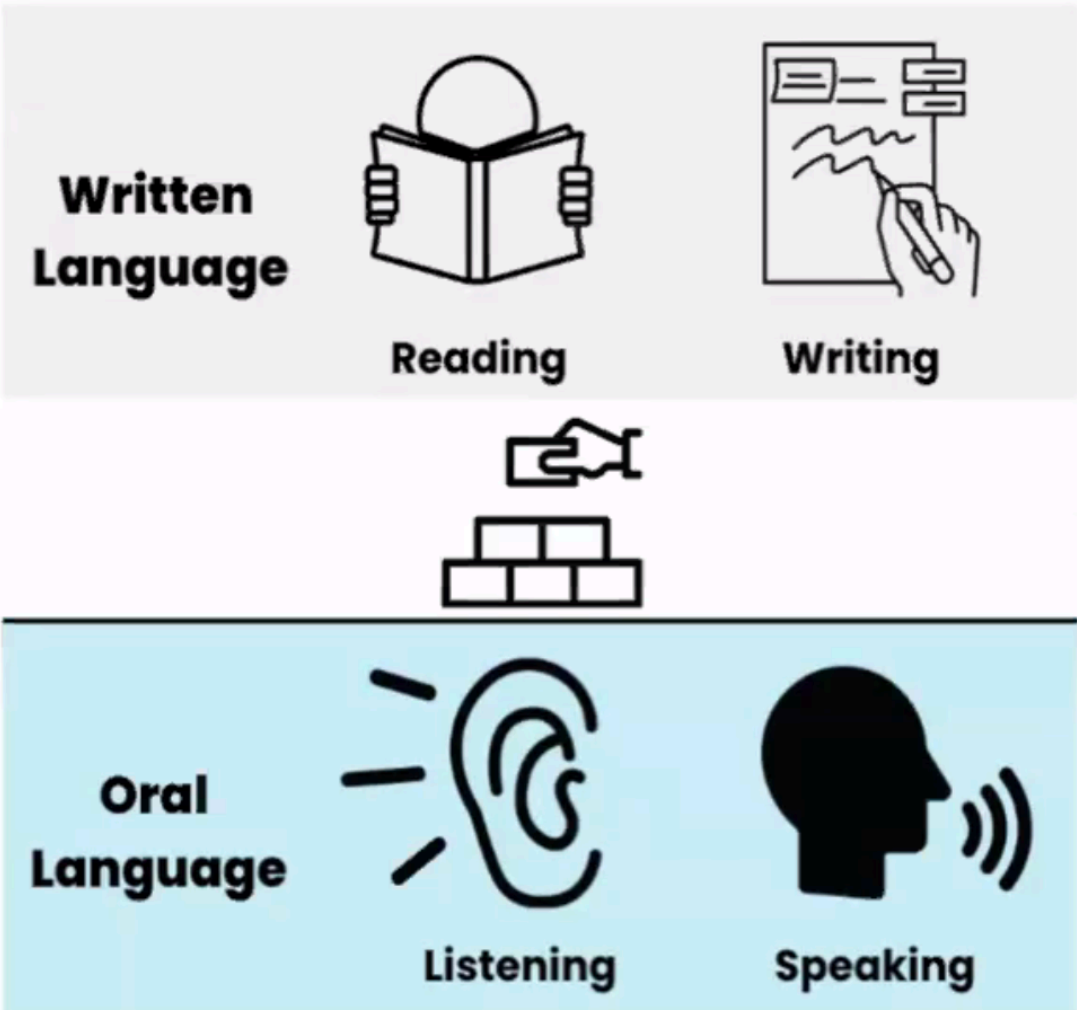
Are there any new routines or activities that you're trying out this month to leverage conversation and support higher-level thinking?

Chat and share with your table group...



- ✓ Make space for planned and incidental conversation
- ✓ Ask quality questions
- ✓ Provide wait time
- ✓ Repeat and expand
- ✓ Use interesting words
- ✓ Read aloud
- ✓ Teach with text sets to build content area knowledge

Oral Language → Written Language



The **alphabet** is a **human invention**.

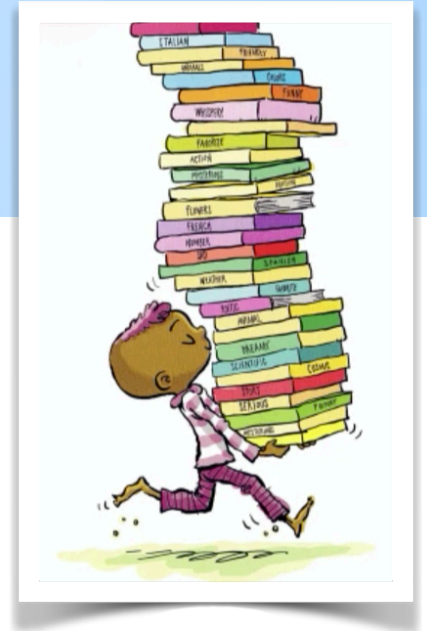
Human brains are **not wired for written language**. There is NO architecture in our brains allocated to reading or writing.

We **rewire our brains** when we acquire the ability to read and write.

Oral Language is the **FOUNDATION** for written language.

Early literacy instruction must establish this foundation in order for students brains to be prepared to work in an alphabetic writing system!

Text Sets

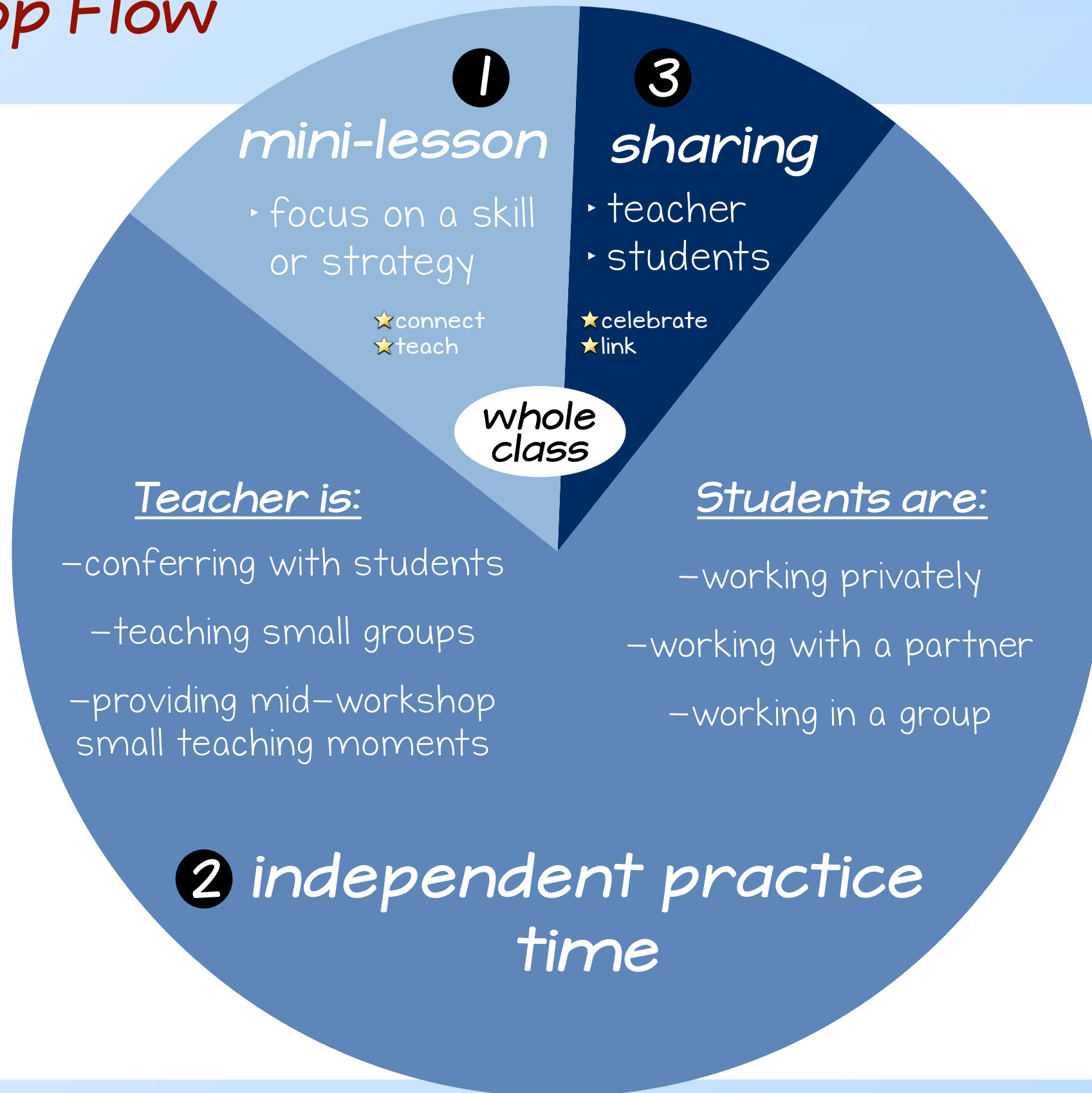


Text sets are built around a particular topic or theme and represent a range of text complexity

- * Multiple entry points
- * Expand vocabulary around key topic
- * Share knowledge among many different sources of information
- * Multiple sources to look for answers to questions
- * Students understand that there are multiple angles to consider
- * Conversation creates a community of curious learners

Students engage in co-construction of new knowledge about a topic.

Workshop Flow



Connection

- connect the context of the day's teaching with the work the class has been doing
- name the teaching point for the lesson
- about 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

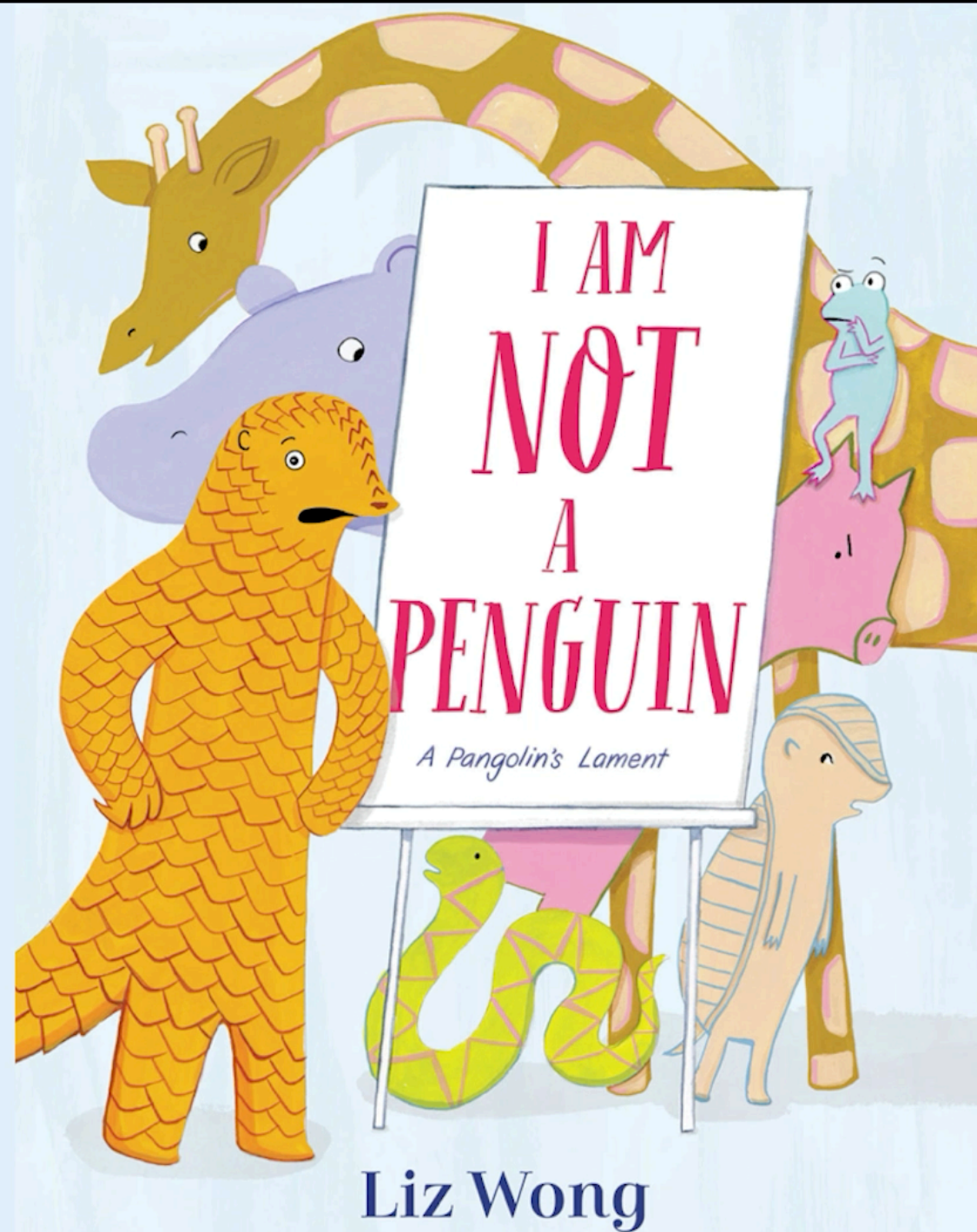
Active Engagement

- "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

Information Source: Fiction Text Read-Aloud



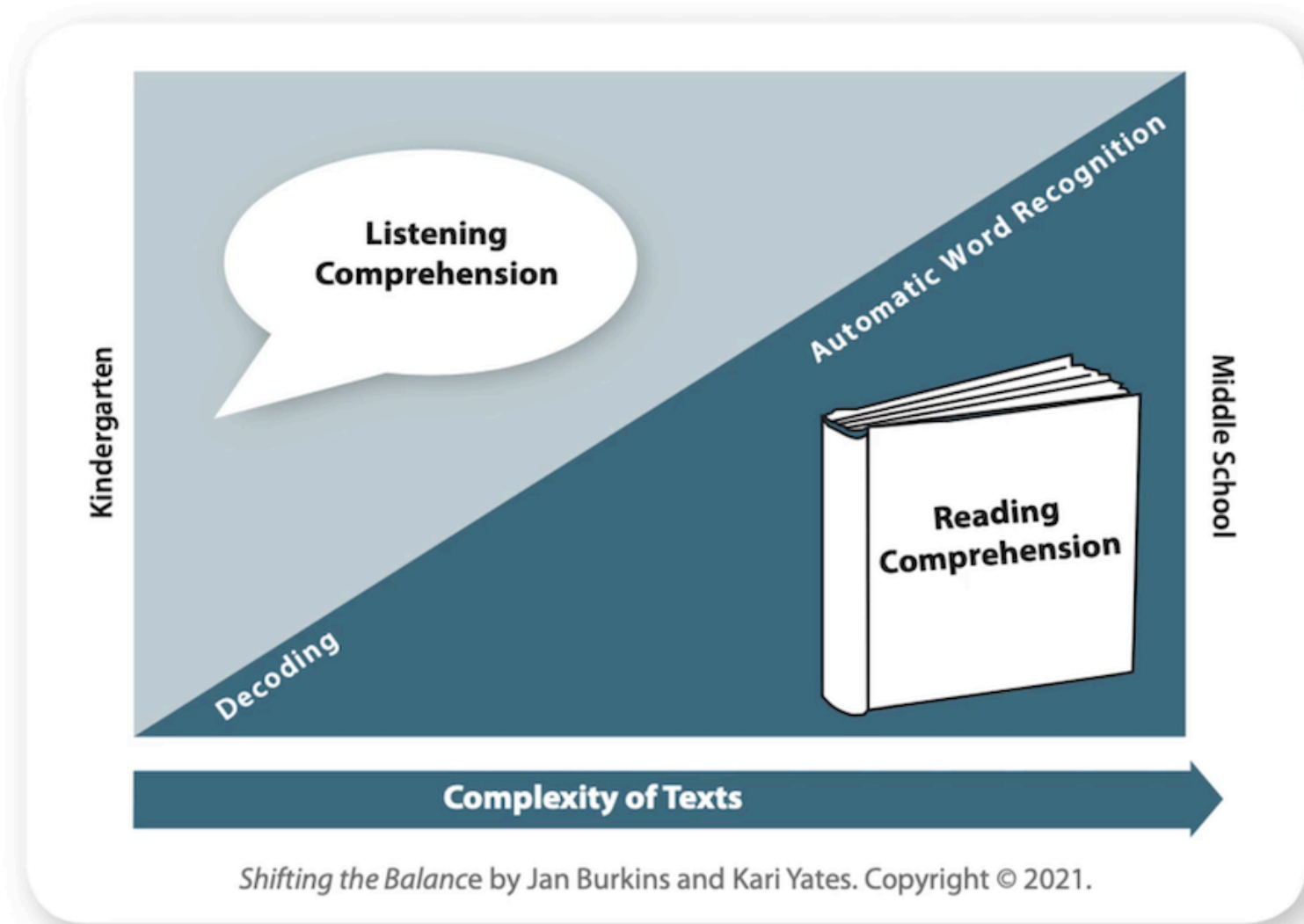
Text Sets Across the Grades

What units, themes, subjects, and content are you teaching this year that could be supported by text sets?

- ✓ Chat with your table group or those in similar grades/roles
- ✓ Are there books in your room that could easily make text sets?
- ✓ Could your librarian help you find books at other levels?
- ✓ Are there digital resources (e-books, videos) you can use?

Listening Comprehension & Reading Comprehension

Access to Complex Language and Opportunities for Deep Thinking

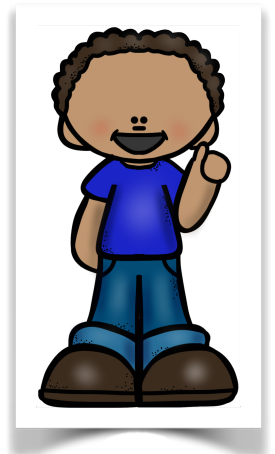
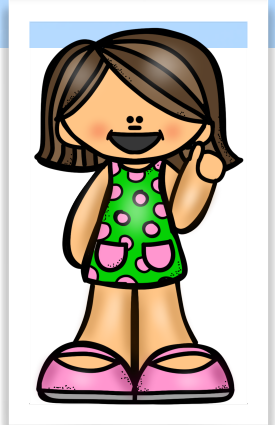
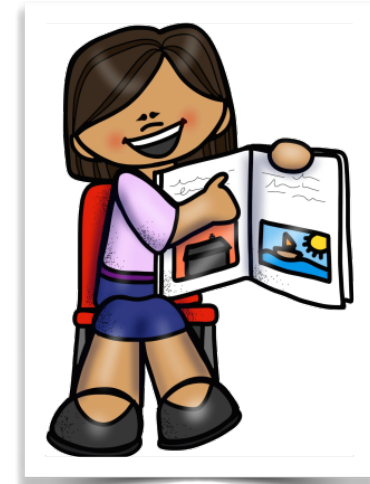


Conversations with our students are an investment in their future reading comprehension

Modelling Literate Conversations About Texts

Fiction

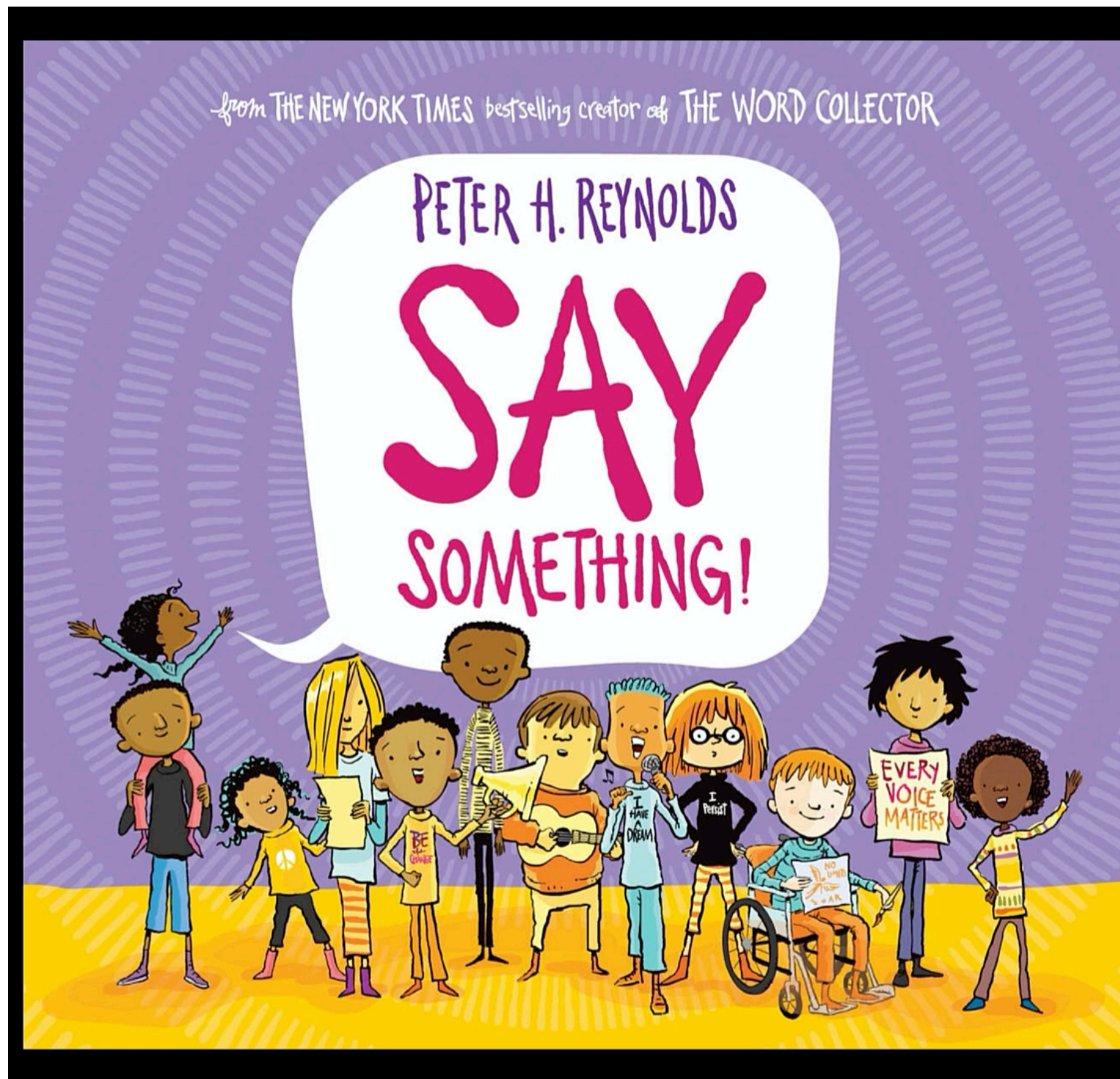
- ▶ Connecting
- ▶ Questioning
- ▶ Inferencing
- ▶ Predicting
- ▶ Literary strategies – metaphors, idioms, etc.



Nonfiction

- ▶ Text features – Table of Contents, diagrams, labels, etc.
- ▶ Connecting to prior knowledge
- ▶ Vocabulary study – introducing new words/meanings
- ▶ Personal response – opinions, preferences, connections
- ▶ Persuasive discussions – backing it up with evidence

Fiction & Nonfiction - Interactive Read Alouds



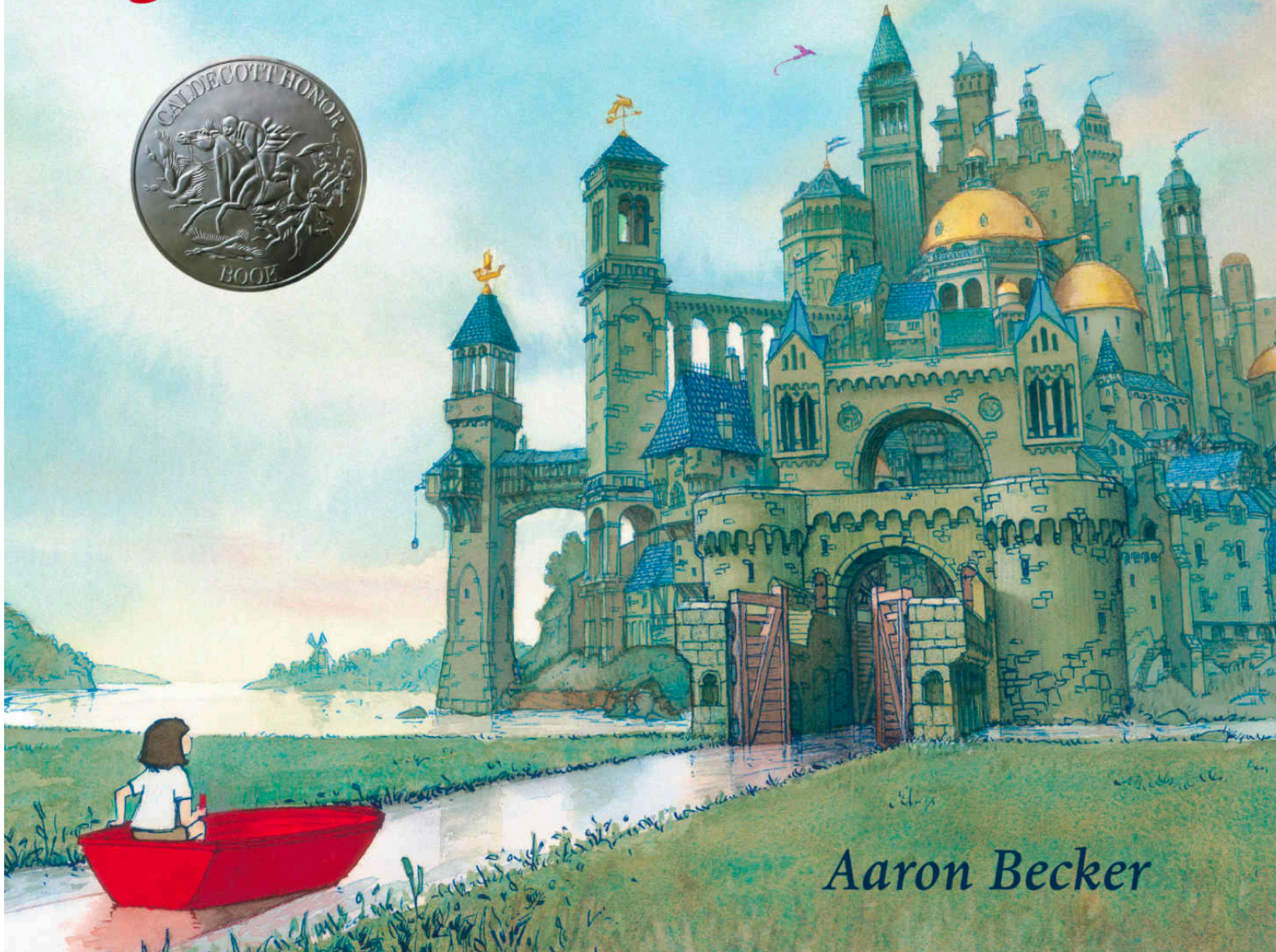
Wordless Picture Books

Wordless picture books offer numerous pedagogical benefits for emerging readers, including...

- ✓ the development of pre-reading skills
- ✓ sequential thinking
- ✓ a sense of story
- ✓ visual discrimination
- ✓ inferential thinking.

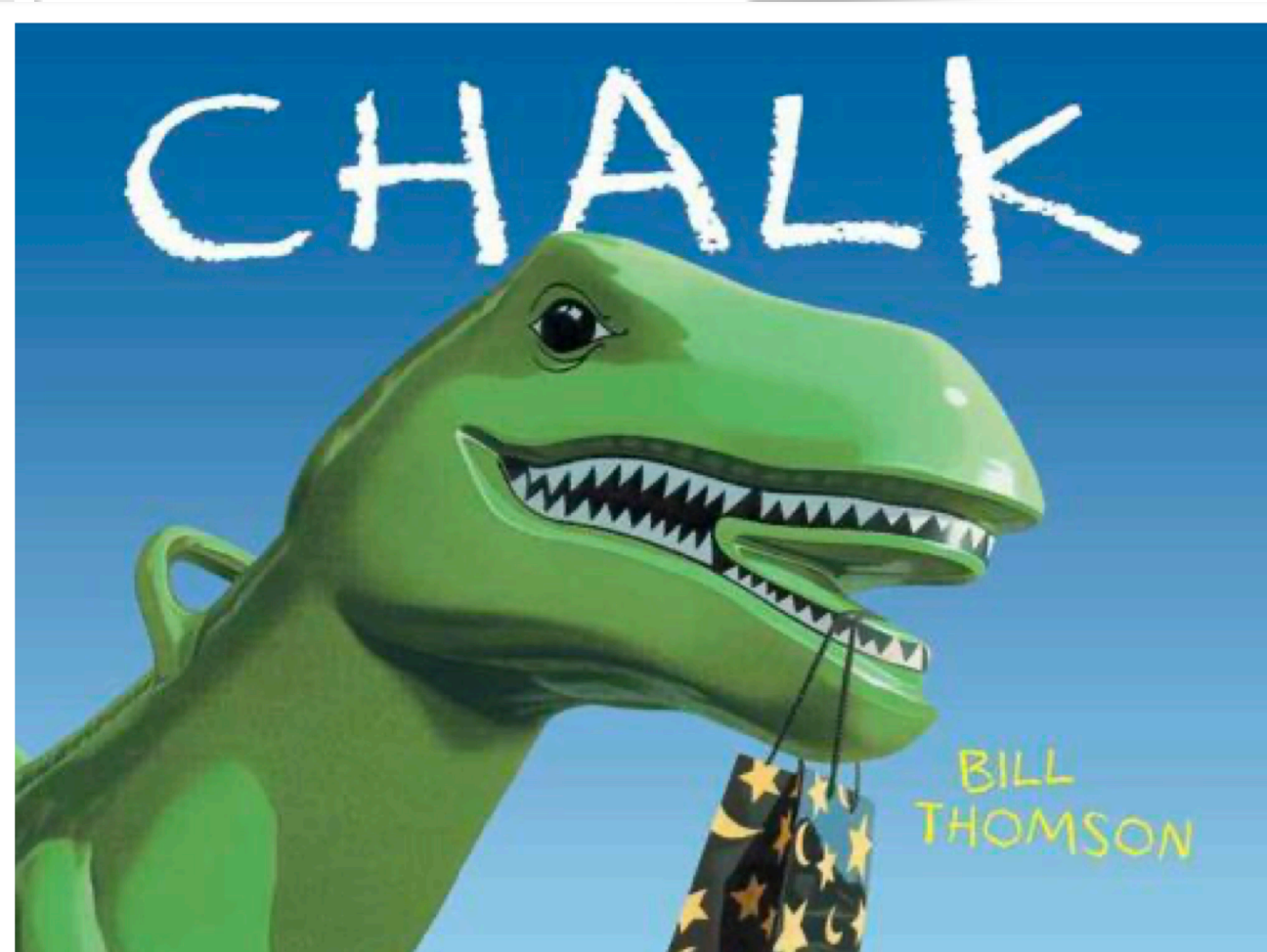
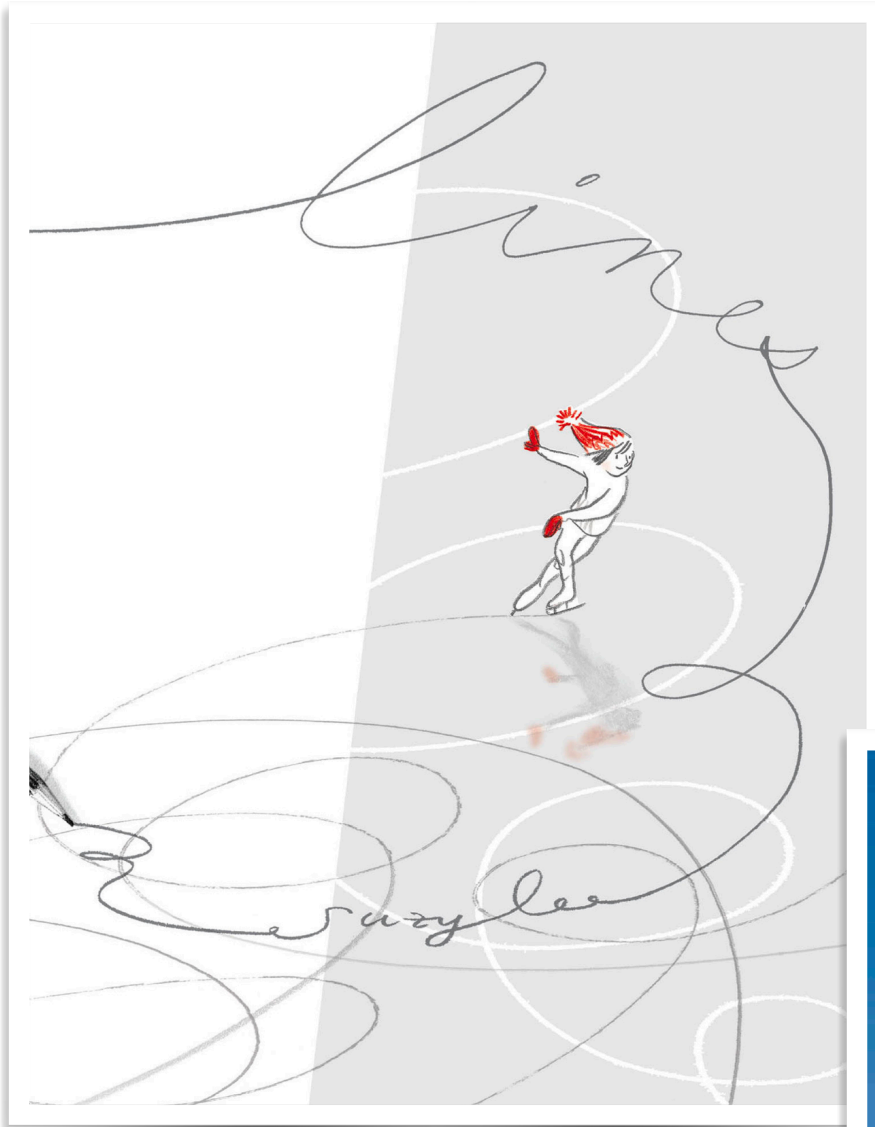
Imagination is an important part of the process of reading visual narratives. Readers are being asked to actively participate in the construction of the narrative and cannot rely simply on the literal decoding of written text. The open-endedness or ambiguity that is inherent in wordless picture books allows readers to construct diverse interpretations and return again and again to reconsider their initial impressions.

JOURNEY



Aaron Becker

Wordless Picture Books



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**

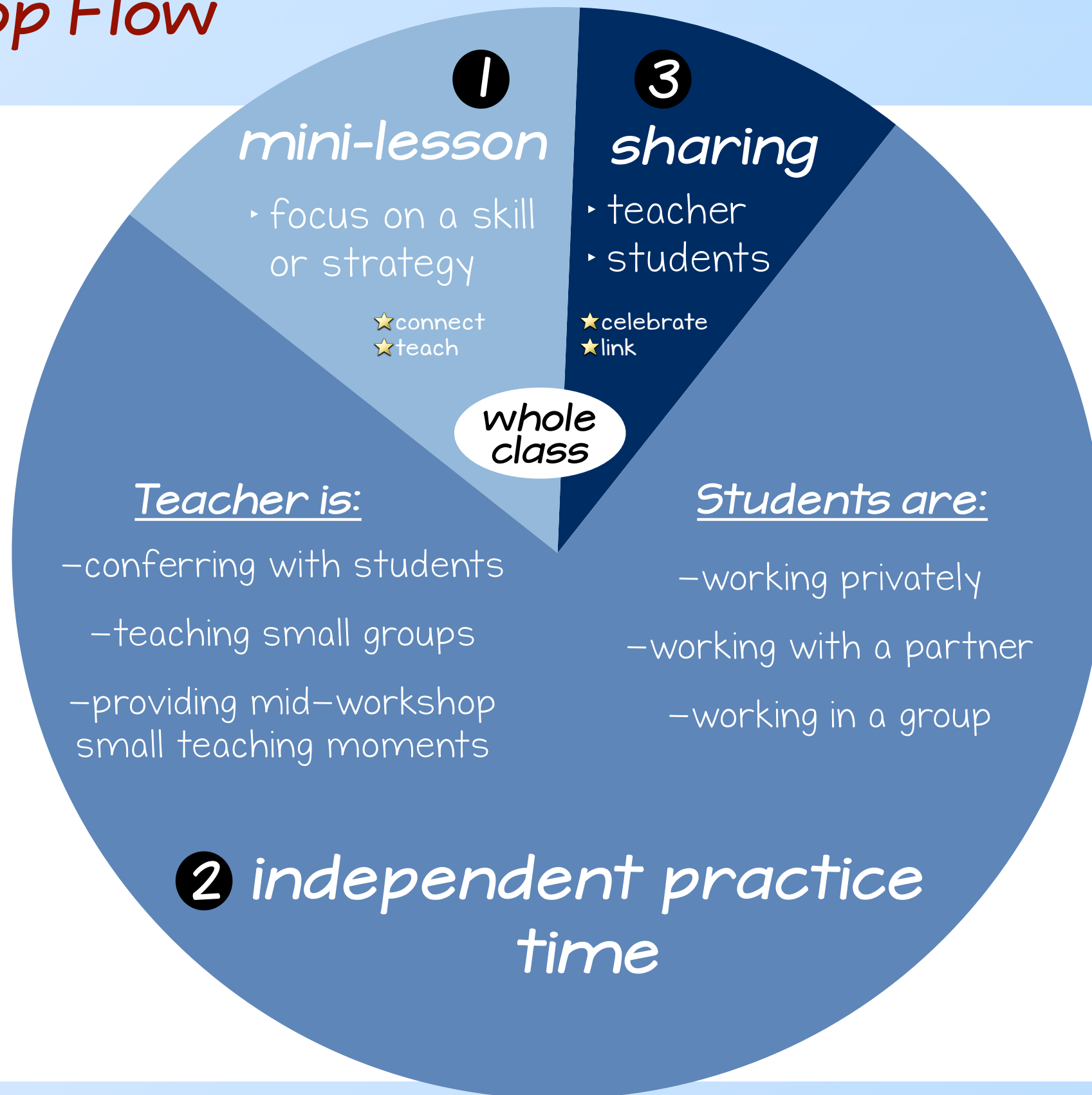
We can explicitly model these comprehension skills and engage students in conversations that allow them to practice language comprehension.

Goals for Launching Your Writers' Workshop

- ★ Build a **safe** writing community
- ★ Establish **rituals** and **routines**
- ★ Generate lots of **thinking, talk and writing**
- ★ Develop the **understanding** that all good writing has **meaning, detail, structure and pacing**

You and your students **first** enjoy and respond to literature **as readers** and then later come back to the familiar text **as writers** in Writing Workshop mini-lessons.

Workshop Flow



Connection

- connect the context of the day's teaching with the work the class has been doing
- name the teaching point for the lesson
- about 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

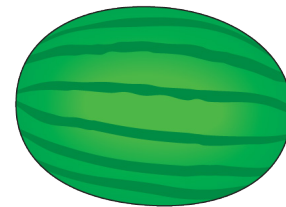
Link

- 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

Writing About Our Lives - Small Moments

- think about some of the true stories that you could write about:
 - ▶ a story about my life
 - ▶ a story about school
 - ▶ a story about my family
 - ▶ a story about my vacation

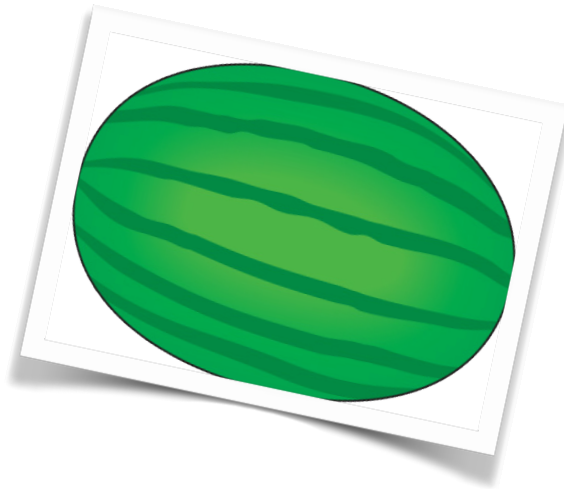
• those are BIG STORIES – as big as a



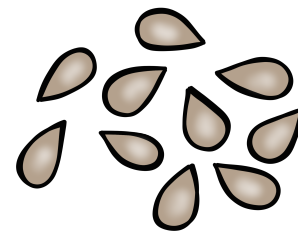
• when you pick a topic to write about – stop & think –

does it feel like I'm carrying a watermelon?

Writing About Our Lives - Small Moments

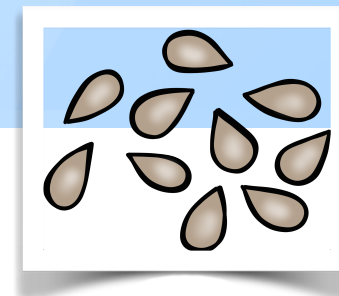






- the good news is that inside a big watermelon topic, there are a TON of tiny seed stories that we can write about



- Here's an example of a Sports Day seed story...

Zooming in on Small Moment Stories





- think about our big  topic – *Today at School*
- make your own  story that came out of our big  topic
- take turns with a writing partner & tell each other your ideas for your story
- list out different seeds – or ideas – for your story
... count out each idea across your fingers 
- write out one of your seed ideas – to make a short story

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

Reflecting on Our Professional Learning Journeys

Shifting from walls to bridges

From Walls to To Bridges

	
5 Walls We're Trying to Avoid	5 Bridges We're Working to Build
<p>Certainty Certainty can also show up as dogmatism, feelings of complete authority, a made-up-mind.</p>	<p>Curiosity How might you invite more honest curiosity into your conversations and practices?--</p>
<p>Binary Thinking Binary thinking can also look like right/wrong, all/none, reinforcing polarities.</p>	<p>Complexity Where might you stretch yourself to acknowledge more complexity and shades of grey in order to safeguard against binary thinking?</p>
<p>Judgment Judgment has lots of forms including shame, blame, guilt, and superiority.</p>	<p>Vulnerability Where and how might you show up in more vulnerable ways in order to advance this work?</p>
<p>Dismissiveness Dismissiveness also disguises itself as assumptions, generalizations, and stereotypes.</p>	<p>Listening How might you truly listen to those you disagree with without letting your triggers get in the way? What fears do YOU need to name?</p>
<p>Overwhelm Other forms of overwhelm include fear, inadequacy, procrastination, and fatigue.</p>	<p>Entry Points How can you leverage the power of entry points? What is one small thing you can do tomorrow to support positive forward momentum?</p>



Building Bridges

Reflect & Discuss

Read the [From Walls to Bridges](#) handout and reflect on your relationship to these pairings.


Where do you land on the continuum between ...?

- * Certainty vs. Curiosity
- * Binary Thinking vs. Complexity
- * Judgment vs. Vulnerability
- * Dismissiveness vs. Listening
- * Overwhelm vs. Entry Points

Reflect & discuss with your table group.

From Walls to To Bridges

WALLS	Bridges
5 Walls We're Trying to Avoid	5 Bridges We're Working to Build
Certainty Certainty can also show up as dogmatism, feelings of complete authority, a made-up mind.	Curiosity How might you invite more honest curiosity into your conversations and practices?--
Binary Thinking Binary thinking can also look like right/wrong, all/none, reinforcing polarities.	Complexity Where might you stretch yourself to acknowledge more complexity and shades of grey in order to safeguard against binary thinking?
Judgment Judgment has lots of forms including shame, blame, guilt, and superiority.	Vulnerability Where and how might you show up in more vulnerable ways in order to advance this work?
Dismissiveness Dismissiveness also disguises itself as assumptions, generalizations, and stereotypes.	Listening How might you truly listen to those you disagree with without letting your triggers get in the way? What fears do YOU need to name?
Overwhelm Other forms of overwhelm include fear, inadequacy, procrastination, and fatigue.	Entry Points How can you leverage the power of entry points? What is one small thing you can do tomorrow to support positive forward momentum?

 The Six Shifts
www.thesixshifts.com

Jan Burkins and Kari Yates 2021

Shift Two:

Commit to 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 & Phonics



These work in concert to **explicitly** and **systematically** support our students as they navigate the unpredictable, complex alphabetic structure of language & print.

Phonemic Awareness

- main focus is on **sounds**
- deals with **spoken language**
- lessons are **oral** and **auditory**
- students work with **manipulating sounds** in **words**
- there are **44 sounds** in the English language

Phonics

- main focus is on **letters** and their **sounds**
there are 26 letters that make 44 sounds
- deals with **written language** and **print**
- lessons are both **visual** and **auditory**
- students work with **reading** and **writing letters**
according to their sounds, spelling patterns, and phonological structure
- there are **over 200 ways** to **spell** the 44 sounds we hear

Phonemic awareness **instruction** improves phonics **skills**, and phonics **instruction** improves phonemic awareness; the relationship is **reciprocal**.

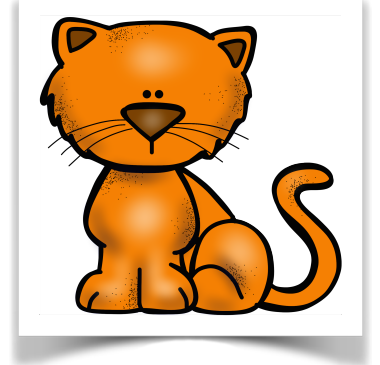
–Lane & Pullen, 2004

Scope and Sequence of Phonemic Awareness

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

Examples of Phonemic Awareness Skills

Taught and learned in the order of easiest to most difficult...



1. Sound and word discrimination:

What word doesn't belong with the others? cat, mat, bat, ran

2. Rhyming: *What word rhymes with 'cat'? bat*

3. Syllable splitting: *The onset of 'cat' is /k/, the rime is /at/*

4. Blending: *What word is made up of the sounds /k/ /a/ /t/? cat*

5. Phonemic segmentation: *What are the sounds in 'cat'? /k/ /a/ /t/*

6. Phoneme deletion: *What is 'cat' without the /k/? at*

7. Phoneme manipulation: *What word would you have if you changed the /t/ in 'cat' to an /n/? can*

Readiness Skills



The two best predictors of early reading success are phonemic awareness and alphabet recognition.

Phonemic Awareness

A range of subskills is taught to develop phonemic awareness, with oral blending and oral segmentation having the **most positive impact** on reading and writing development.

★ These skills are **power skills**.

Alphabet Recognition

Involves learning the **names, shapes, and sounds** of the **letters** of the alphabet with **fluency**.

Phonemic awareness and alphabet recognition are focused on primarily in Kindergarten and Grade 1.

A comprehensive literacy framework

Making Meaning OUT OF Texts

Word Study

Early Literacy Concepts
Phonological Awareness
Letter–Sound Relationships
Letter Knowledge
Spelling Patterns
High–Frequency Words
Word Meaning/Vocabulary
Word Structure
Word Solving Actions

Making Meaning IN Texts

Reading

Active Read Aloud
Reading Mini–Lessons
Shared Reading
Guided/Small–Group Reading
Independent Reading

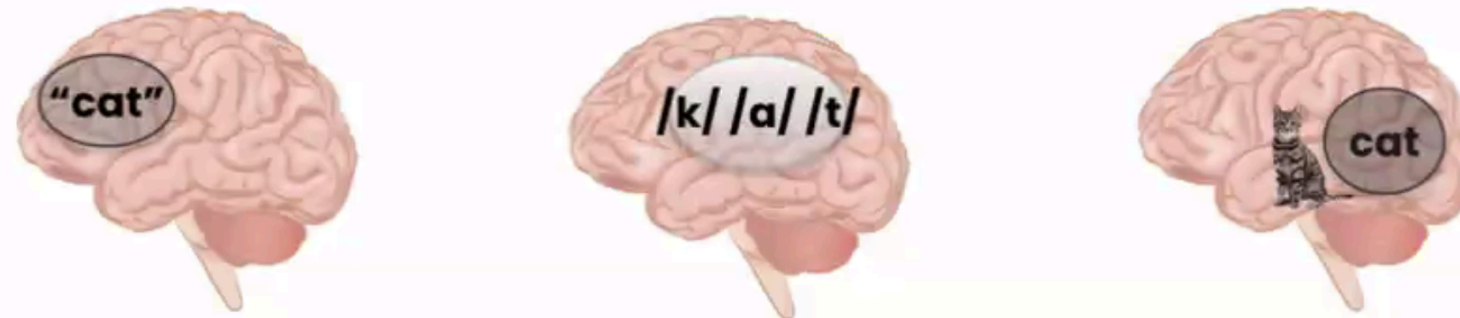
Writing

Modelled Writing
Writing Mini–Lessons
Shared/Interactive Writing
Guided/Small–Group Writing
Independent Writing

← Oral Language Comprehension →

Orthographic Mapping

Orthographic mapping is “The mental process we use to permanently store words for immediate, effortless retrieval” (Kilpatrick, 2016 , p. 31)



This involves the formation of letter-sound connections to bond the spellings, pronunciations, and meanings of specific words in memory.

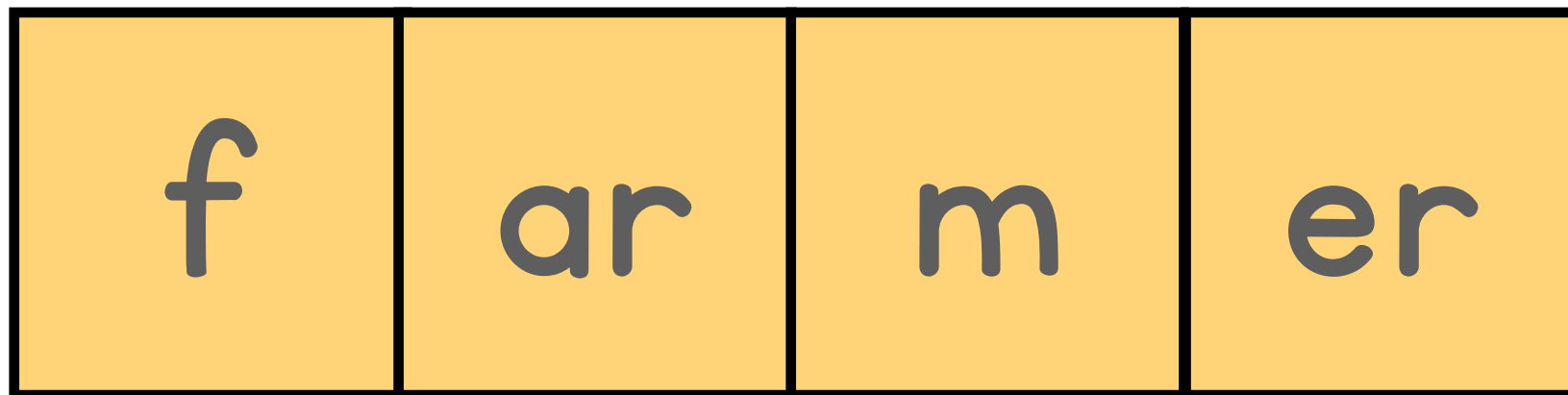
Using Elkonin boxes to Teach Orthographic Mapping

Why use Elkonin boxes?

- *it helps build students' phonemic awareness & phonics
- *it helps connect letters to sounds
- *it helps students hear and record all sounds in a word
- *it helps solidify left to right directionality

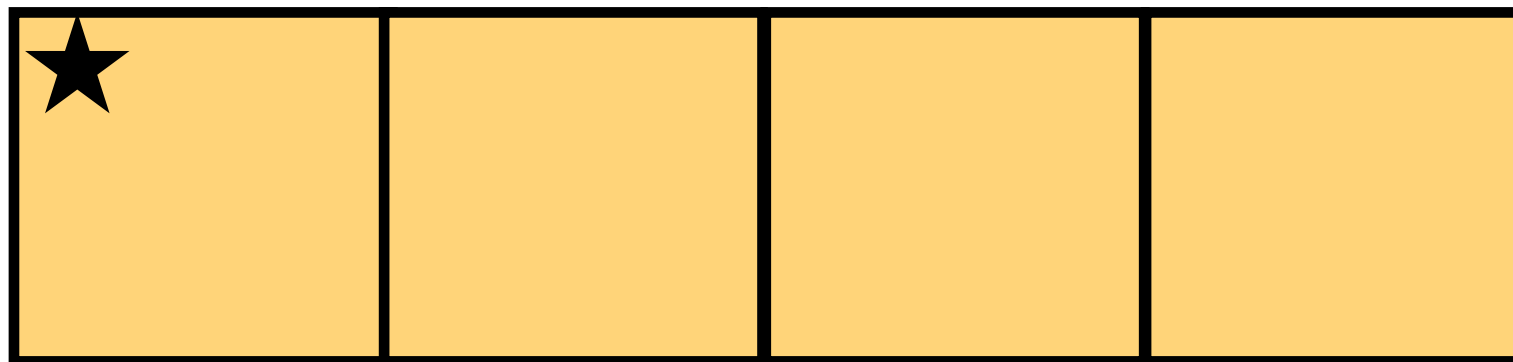
Once students are proficient with phonemic awareness:

- *You can transition to teaching **letter** boxes (this helps with spelling)
- *Students gain independence with this problem-solving strategy



The process of using Elkonin boxes during Writing

- * Give the student a 'practice page' or white board
 - * When the student is writing and they come to a word they need to problem solve, model the use of Elkonin boxes on the practice page
- * Model the task for the student
 - * Say the word slowly and touch the boxes (or push objects into the boxes) as you say the word
- * Have the student try it themselves
 - * You may do the task together until the student can take over

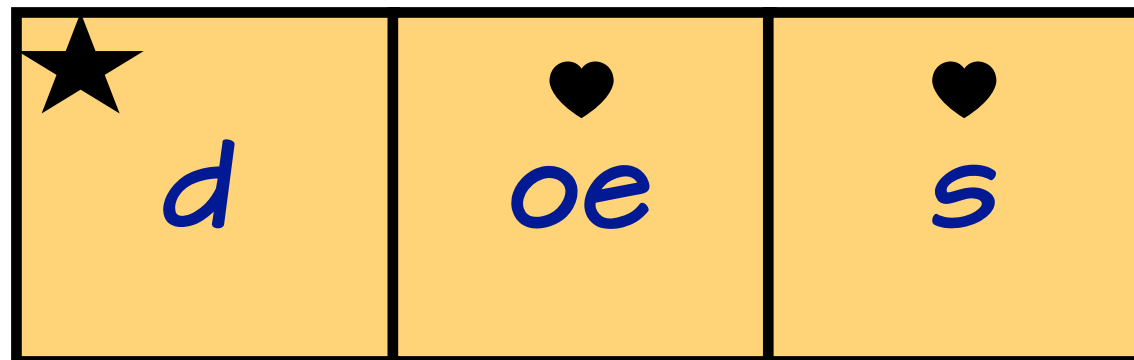


Orthographic Mapping

Orthographic mapping proposes that we use the pronunciations of words that are already stored in long-term memory as the anchoring points for the orthographic sequences (letters) used to represent those pronunciations.

Let's explore an orthographic mapping routine for the word

does



Segmenting CVC Words Using Toy Cars/Elkonin Boxes

Park Those Sounds!

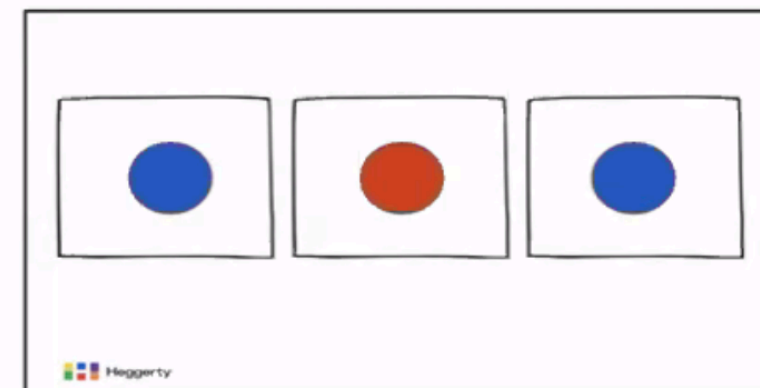
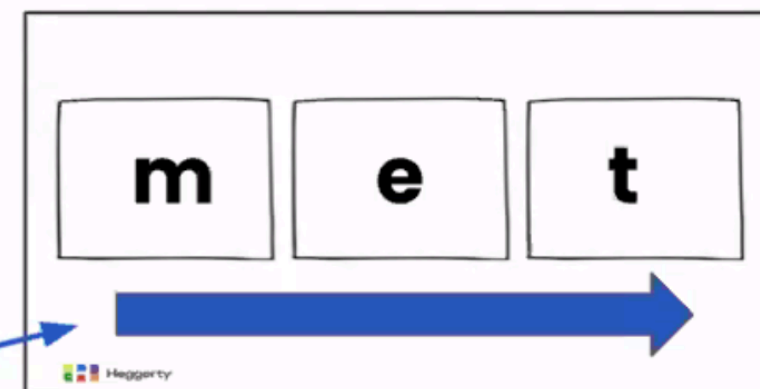
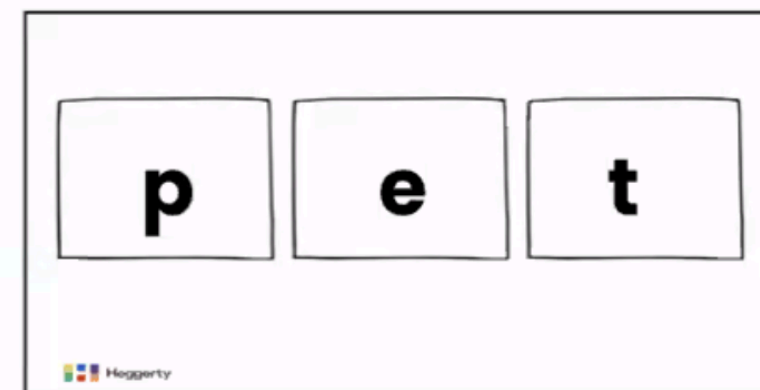


Phoneme-Grapheme Mapping

Level 2

c-a-t →
cat

- Phonemic Awareness (basic)
- Letter-Sound correspondences
- Phonic Decoding
- Self-Teaching Hypothesis

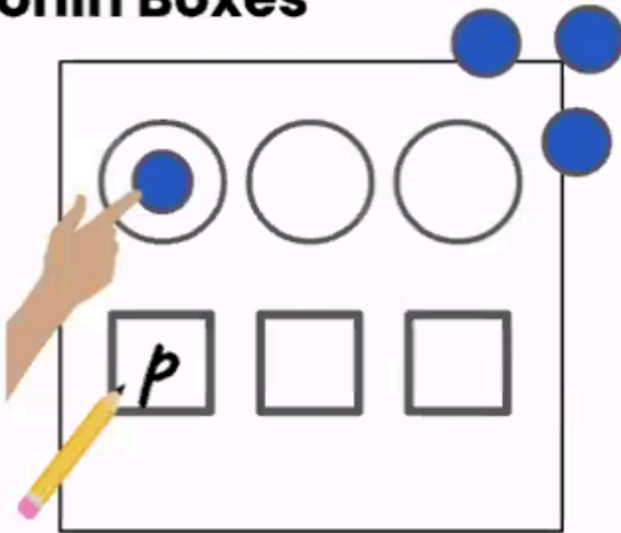




The Phoneme-Grapheme Connection

Word	Number of Phonemes	Graphemes
crate	● ● ● ●	<u>c</u> - <u>r</u> - <u>a</u> - <u>te</u>
plate	● ● ● ●	<u>p</u> - <u>l</u> - <u>a</u> - <u>te</u>
fate	● ● ●	<u>f</u> - <u>a</u> - <u>te</u>
gate	● ● ●	<u>g</u> - <u>a</u> - <u>te</u>

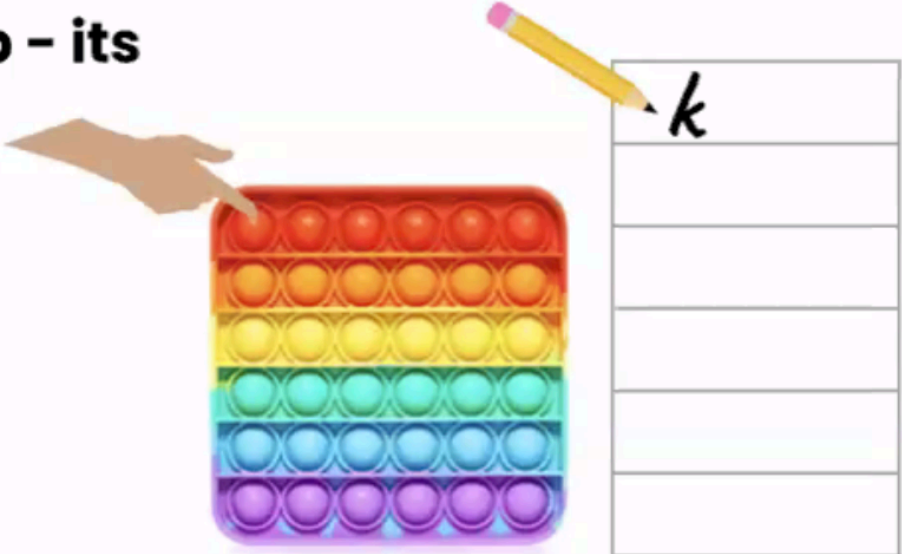
Manipulatives to Support Mapping

Elkonin Boxes

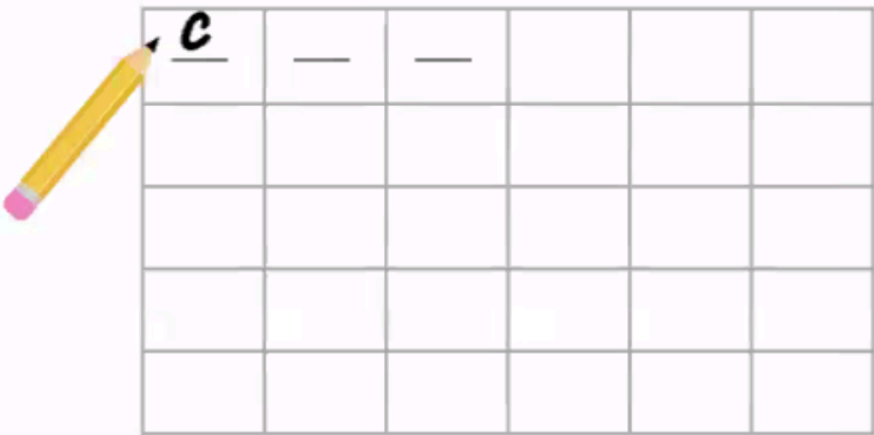


Tip: Mix it up and use play-doh balls, pompoms, little toys, or paint stampers to represent the sound!

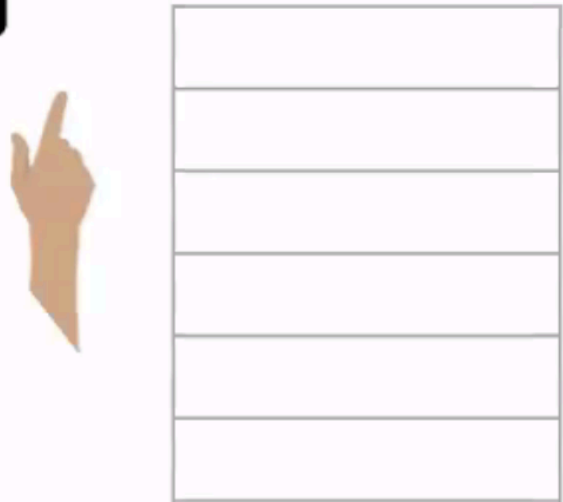
Pop - its



Graph Paper



Finger-spelling



Reimagining Ways to Teach Phonics

Given the way the brain reads, the complexities of our alphabetic system, and the amount of practice students need to learn to read, it is worth mustering the courage to look for opportunities to better leverage phonics instruction. After all, one important purpose of phonics instruction is to develop the brain's orthographic processing system, bringing letters, sounds, meaning, and context together.

Characteristics of Strong Phonics Instruction



- ✓ **Readiness Skills** – phonemic awareness & alphabet recognition
- ✓ **Scope and sequence** – build student learning from simple to complex
- ✓ **Blending** – must be frequently modelled and applied
- ✓ **Dictation** – guided spelling helps transition growing reading skills to writing
- ✓ **Word Awareness Activities** – word sorts and word building provide opportunities to play with words and experiment with how word parts combine
- ✓ **Teaching High-Frequency Words** – teaching high utility words that are irregular based on common sound-spelling patterns (typically the top 200–300 high frequency words are taught in K–2)
- ✓ **Reading Connected Text** – controlled, decodable text at the beginning level of reading instruction helps students develop a sense of comfort in and control over their reading growth – a key learning tool in early phonics instruction

Active * Social * Reflective

A Suggested Scope & Sequence for Phonics

- 1 Teach short-vowel sounds before long-vowel sounds**
 - efficiency and ease of learning are critical
 - the simplicity of using short-vowel spellings and CVC words is beneficial to struggling readers
- 2 Teach consonants and short vowels in combination so that words can be generated as early as possible**
 - you can create decodable, connected text so kids can apply their knowledge of learned sound-spelling relationships
- 3 The majority of consonants taught early on should be continuous consonants**
 - such as f, l, m, n, r, and s – because these consonant sounds can be sustained without distortion; it's easier to model blending
- 4 Use a sequence in which the most words can be generated**
 - for example, many words can be generated using the letter t; very few using x
 - higher-frequency sound-spelling relationships should precede less-frequent ones
- 5 Progress from simple to more complex sound-spellings**
 - consonant sounds should be taught before digraphs and blends
 - short-vowel sound-spellings should be taught before long-vowel sound-spellings

WHY a Scope & Sequence?

Scope and sequence are created so that many words can be formed as early as possible.

How many words can you potentially read and write with the following letters?

* s, m, t, d, l

* s, m, a, t, d



Quick generation of useful words is not only more efficient, but highly motivating!

Phonics Instruction

There are two types of phonics instruction, synthetic and analytic.

- *A **synthetic** phonics approach teaches students to convert letters to sounds and then blend the sounds to make a word. This approach emphasizes teaching alphabet knowledge.
- *An **analytic** phonics approach teaches students to blend the onset (beginning sound) of a word with the rime (rest of the word) into a word using word families. This approach emphasizes teaching word families and is more appropriate for grade 1 or 2 students.

Quick Assessments of Students' Phonics Abilities

Two quick and easy ways to gather information in a whole-class setting about each student's phonics knowledge are:

1. Simple spelling dictation

Prepare a sentence or two (depending on where your students are in their learning progression) and dictate it to your students. When you are analyzing the students' writing, look for patterns to determine what phonics skills they can apply independently and what skills are missing or incorrect.

2. Interactive writing

Have students join you in interactive writing by writing some words (that you have predetermined) on their own on their individual whiteboards. Students can hold up their whiteboards and you can see at a glance who needs intervention in specific areas.

Activities to Promote Phonics Knowledge

Giant Flash Cards:

An interactive way to engage students in applying their phonics knowledge is through the use of giant flash cards.

Bring your whole class to a gathering area, like a carpet, and invite some students to come to the front of the class and take a flash card. The flash cards will have single letters and digraphs, depending on the phonics lessons you have taught.

The rest of the class will act as “directors”. You can say a word and the students will sort themselves out to make the word. The directors have the opportunity to offer input.

Activities to Promote Phonics Knowledge

What is Different?

Put two words on the board and ask students...

“What do you see that is different in these words?”

ran / rain

“What do you hear that is different?”

cat / chat

The Power of Word Families

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:

✓ hop, mop, chop

✓ day, say, play

✓ bat, cat, flat

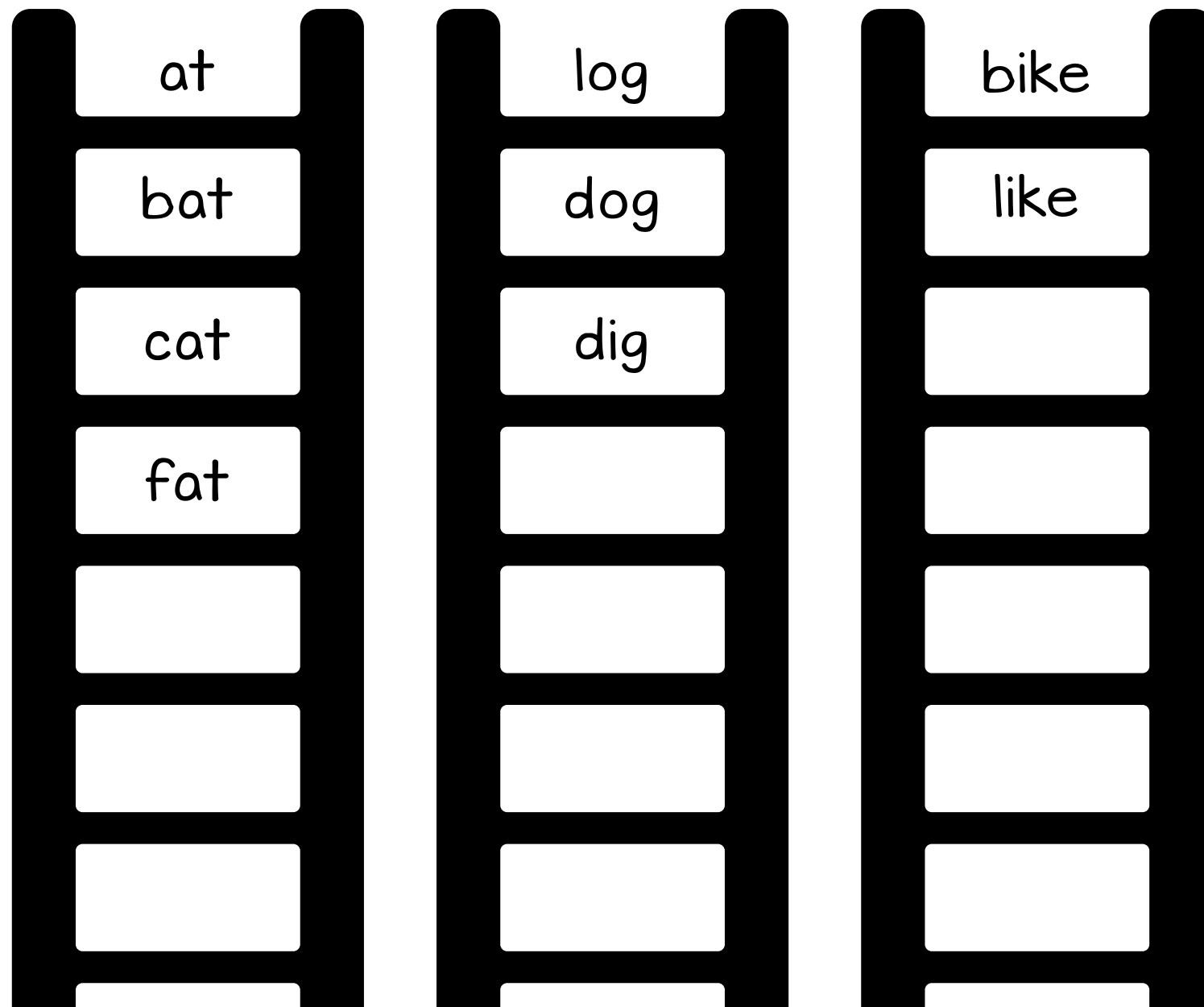
✓ fin, pin, grin

✓ bit, fit, split

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



Word Ladders - Playing with Sounds, Letters, Words



Take a few minutes to finish **one** of these word ladders, or create your own word ladder.

See if you can come up with 8 words in your ladder.

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

Word Wall I Spy

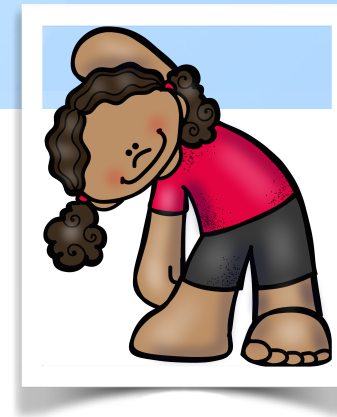
- ▶ the word starts with 'm'
- ▶ the word has 3 letters
- ▶ the word has 2 syllables
- ▶ the word has a long 'e' sound
- ▶ it's a compound word
- ▶ it's a word that means the opposite of **last**

and	animal	because	another
ball	big	crash	community
can	friend	eating	discover
day	have	make	everybody
fun	look	outside	first
like	night	really	question
play	said	school	recycle
see	talk	sometimes	terrible
the	thing	truck	usually
up	your	writing	weather

Easily differentiated to be responsive to your students' varied abilities & needs.

Can be adapted to use with vocabulary words from across the curriculum, and extended to a literacy centre/station – Portable Personalized Word Wall Folders.

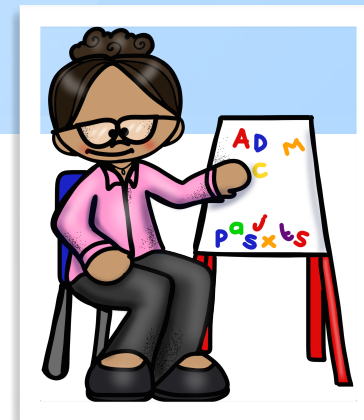
In the Classroom



Some low-prep/high-impact practices that can support your students' learning:

- * Make up your own class movements for blending and segmenting sounds in words. You can make it like a special class code that you decide upon together. Phonemic Awareness during Interactive Writing
- * Have the students use handheld mirrors to watch their mouths when they say stop sounds and continuous sounds.
- * In your morning meeting, use names to clap syllables, isolate beginning and ending sounds of phonemes, and blend and segment sounds.

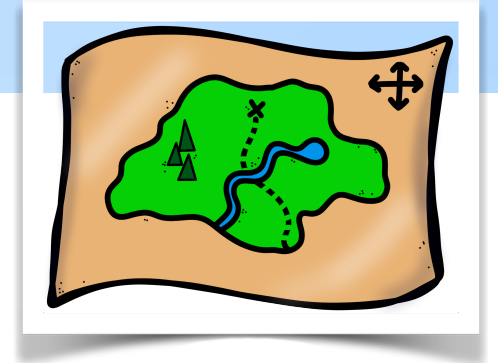
In the Classroom



Some low-prep/high-impact practices that can support your students' learning:

- * During interactive writing, have students help you when segmenting sounds in words.
- * “Guess My Special Word”: segment a word and have students blend it together and say it out loud.
- * As students are eating a recess snack, walk around and segment snack food words for students to blend together (e.g., pizza, cookies, milk, carrots, raisins, etc.).

The Building Blocks 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
- expand their reading and writing powers

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

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

Phonics From A–Z – Blevins

The Daily Five – Boushey & Moser

Shifting the Balance – Burkins & Yates

Units of Study – Calkins, The Reading and Writing Project

Executive Skills & Reading Comprehension: Cartwright

Literacy Lessons Part Two – Clay

When Readers Struggle: Teaching that Works – Fountas and Pinnell

The Fountas & Pinnell Phonics, Spelling, and Word Study System – Fountas & Pinnell

Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom – Fountas & Pinnell

Mindsets and Moves – Goldberg

Heggerty Phonemic Awareness Curriculum

From Confusion to Clarity: Defining Sight Words, High Frequency Words, Red Words, and Heart Words – Heggerty Workshop

Active Reading Classrooms – Kelly

Launching the Writing Workshop – Leograndis

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

Interactive Writing – McCarrier, Pinnell & Fountas

Sources

Videos

[Pangolins](#)

[TikTok – Orthographic Mapping](#)

[Balanced Literacy Diet – Park Those Sounds!](#)

[Balanced Literacy Diet – Word Wall I Spy](#)

[POPEY – Word Ladders](#)

Digital Resources

[BC Ministry of Education – ELA Curriculum](#)

[BC Ministry of Education – Learning Pathways](#)

[Exploring Wordless Picture Books – Reading Rockets](#)

[Something To Talk About](#), Stenhouse podcast

[University of Oregon Center on Teaching and Learning: Phonemic Awareness](#)