



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

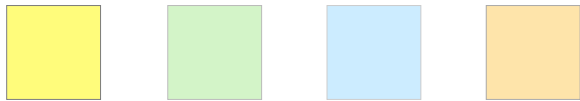
Grade 4 & 5 - ELA Big Ideas

- ✓ 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

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.



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

Written Language



Reading



Writing



Oral Language



Listening



Speaking

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.

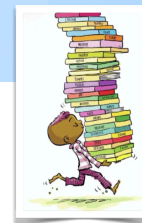
Early literacy instruction must establish this foundation in order for students brains to be prepared to work in an alphabetic writing system!

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



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.

Shifting the Balance – Burkins & Yates, *A Teacher's Guide to Development Across the Day* – Wright
Image: Peter H. Reynolds – *The Word Collector*



Workshop Flow



Adapted From: *Units of Study* – Colkins & *Mindsets and Moves* – Goldberg & *The Daily Five* – Boushey & Moser

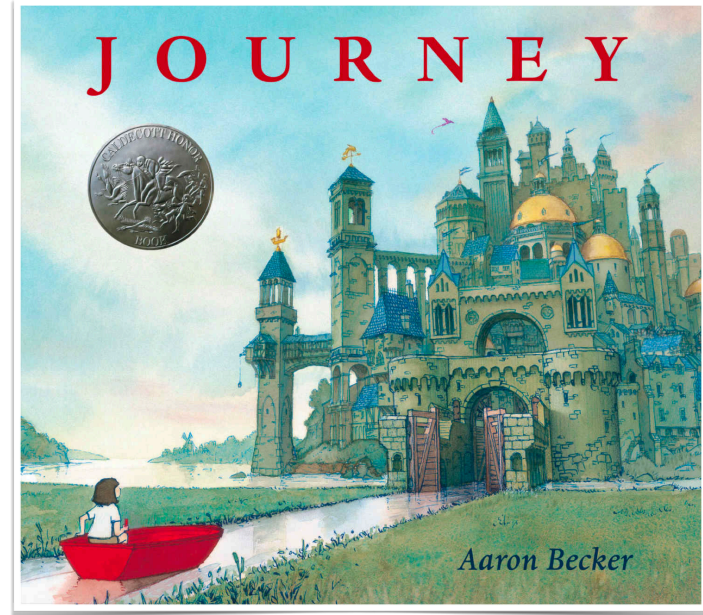


Wordless Picture Books

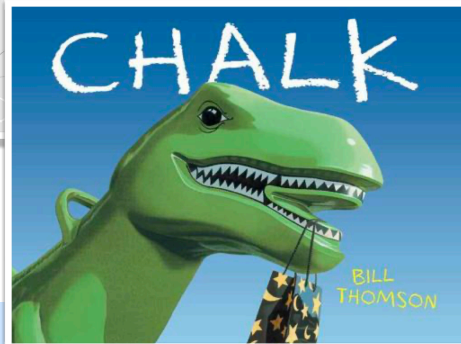
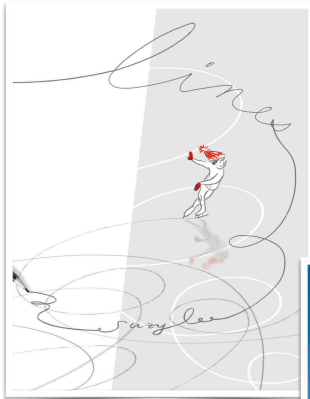
Wordless picture books offer numerous pedagogical benefits for emerging readers, including...

- ✓ 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.



Wordless Picture Books



Mini-Lesson Format

~ 10 minutes

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

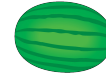
- re-state the teaching point - connect it to not just today, but every day
- they go and do their own work - working independently & collaboratively with their partners
- about 1 minute

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

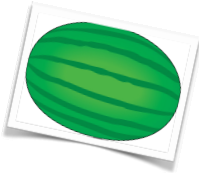
- those are BIG STORIES - as big as a



- 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...

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

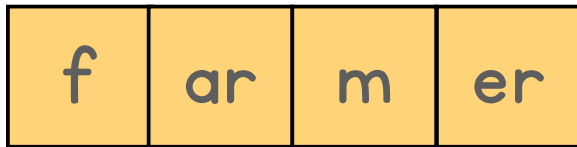
Using Elkonin boxes to Teach Orthographic Mapping

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

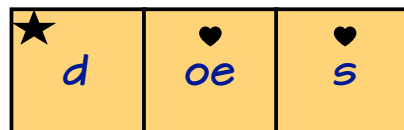


Orthographic Mapping

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



A series of horizontal lines for writing practice, intended for students to use the Elkonin boxes on.

Segmenting CVC Words Using Toy Cars/Elkonin Boxes

Park Those Sounds!



[Balanced Literacy Diet - YouTube](#)

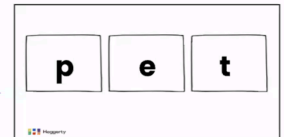
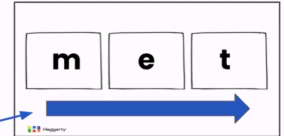
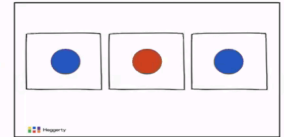


Phoneme-Grapheme Mapping

Level 2



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



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



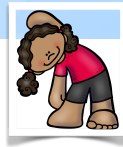
The Phoneme-Grapheme Connection

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>

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



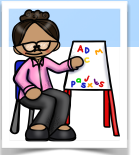
In the Classroom



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 rectangular box containing 15 horizontal lines for writing.

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