



Provincial Outreach Program for the Early Years

SCSBC – Professional Learning Series

Building Reading & Writing Foundations:
Comprehensive K–3 Literacy Instruction

Tuesday, October 24th

9:00 – 2:30pm

Presenters:
Lisa Thomas
Jen Kelly

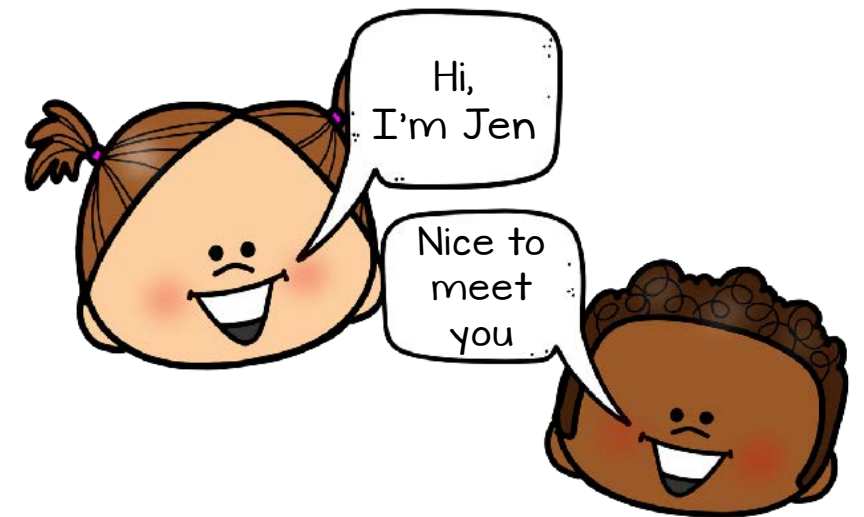
Shape of the Day

- 9:00am – Refreshments, Getting Settled to Get Started
- 9:15–10:30am
 - ✓ Welcome, acknowledgement, introductions, connections
 - ✓ Project Launch – learning together, community agreements
 - ✓ The Reading Brain – how we learn to read
 - ✓ Phonological & Phonemic Awareness
 - ✓ building blocks of literacy; scope & sequence; mini-lessons
 - ✓ word solving both in and out of texts
- 10:45–12:00pm – Phonics
 - ✓ scope & sequence, framework for lessons, reciprocity of reading & writing
- 12:45–2:30pm – Co-Teaching & Visible Learning through Inquiry
 - ✓ Reflect & synthesize – Putting it all together, goal setting, planning

Ice Breaker & Opening Reflection

How do you see yourself?

- * Who are you?
- * What's your name? What does it mean?
- * How would you describe yourself to someone who didn't know you?



Choose one question to answer.

Take ONE minute to reflect privately, jot some notes, and **share** something with 3 other people in the room.

How did you learn to...



ride a bike?



swim?



drive a car?

Please choose ONE activity and take ONE minute to reflect individually - take some notes on how you learned to do it.

Please share your thoughts with your table group...

How do 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

With this in mind, how can we create the learning experiences our students need to build their foundational literacy skills?

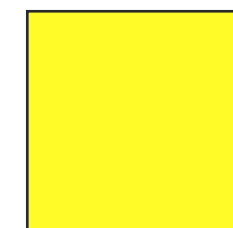
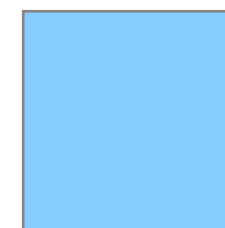
Community Agreements

1. What do you value as a learner?

For example...

- connecting with others
- hands-on learning opportunities
- key visuals
- clear and concise info

sticky notes &
chart paper



2. What might be supportive as we work together?

For example...

- time to process information
- sharing ideas and experiences
- content in multiple formats
- practical examples



Word Solving



“The goal of word work is to help children become **active word solvers** who can **recognize** words, take them **apart** or put them **together**, **know** what they **mean** and **connect** them to **other words.**”

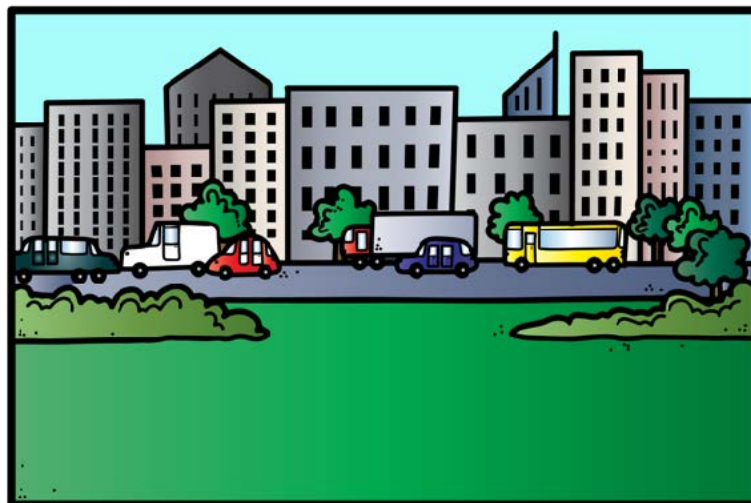
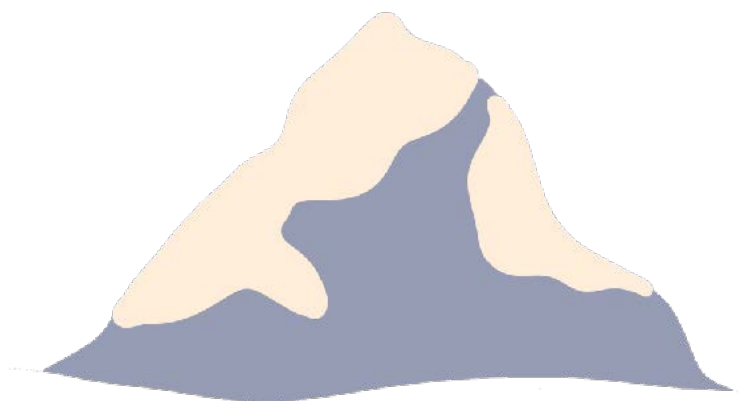
Visual Metaphor

Processes
Sounds

Sound City

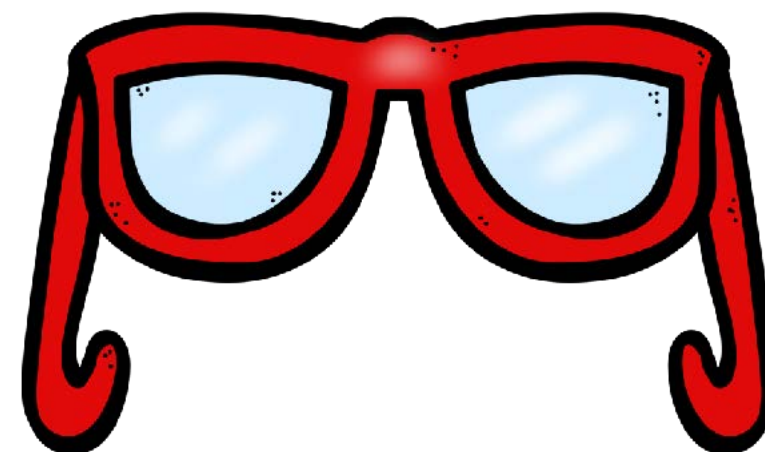
Memories

Meaning Mountain

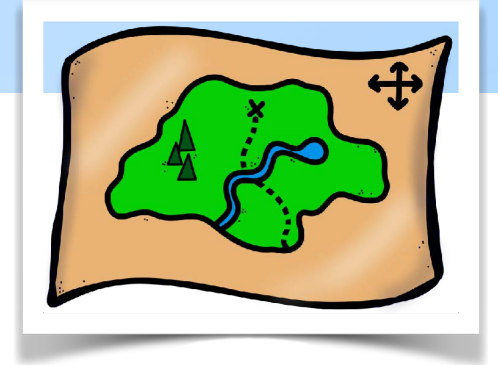


Recognizes objects
& faces

Visual Village



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

Key Definitions

Phonological Awareness

–the awareness of words, rhyming words, onsets and rimes, syllables, and individual sounds (phonemes)



Phonemic Awareness

–the understanding that spoken words are made up of individual sounds called PHONEMES

Phonics

–letter/sound relationships in reading and writing

Emergence of Phonological Awareness

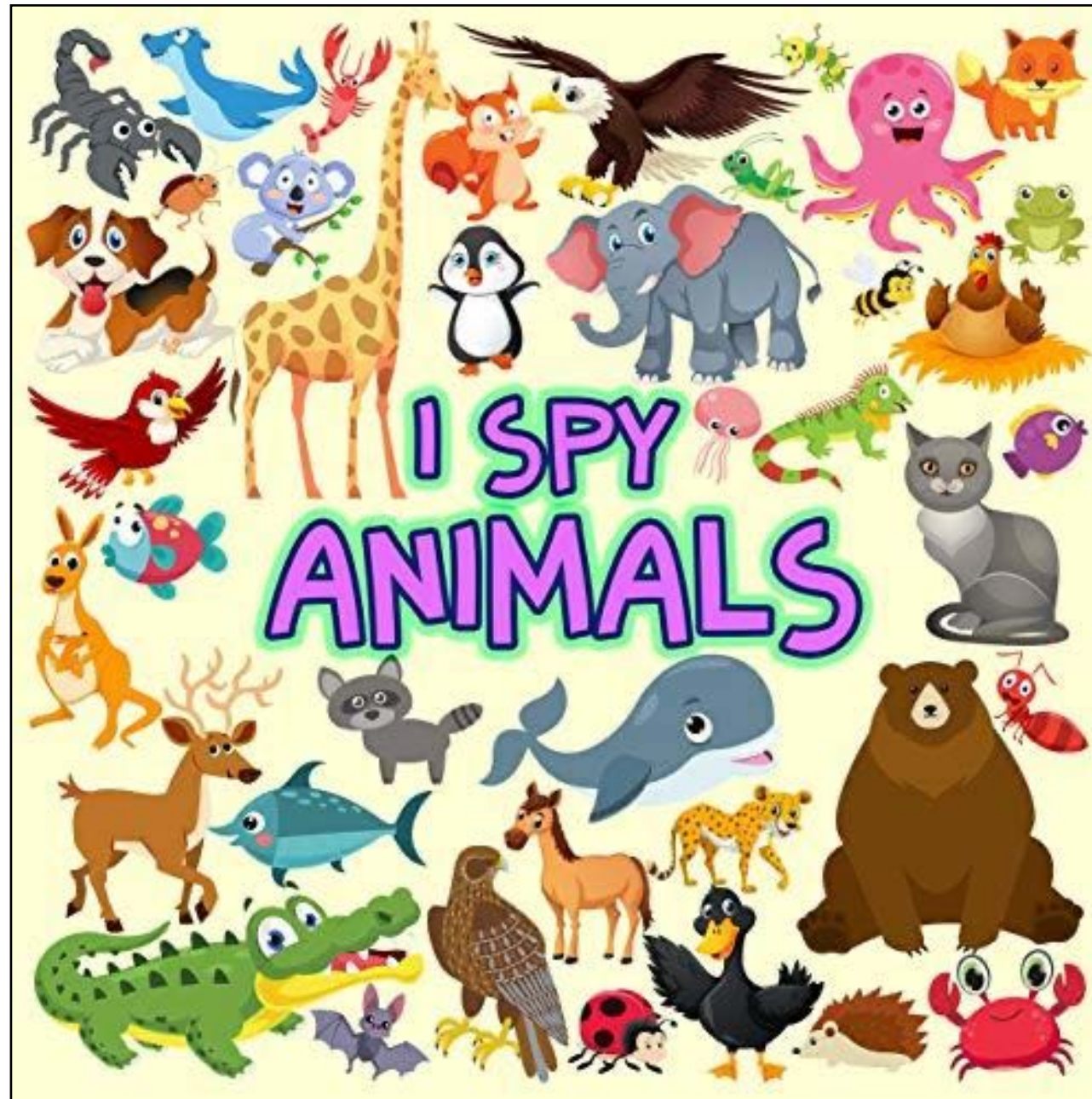
- * Rhyme
- * Alliteration
- * Sentence Segmentation
- * Syllables
- * Onset and Rime
- * Phoneme Matching
- * Phoneme Isolating
- * Phoneme Segmenting
- * Phoneme Segmenting and Blending
- * Phoneme Manipulating



Rhyming Activity - OUT of text

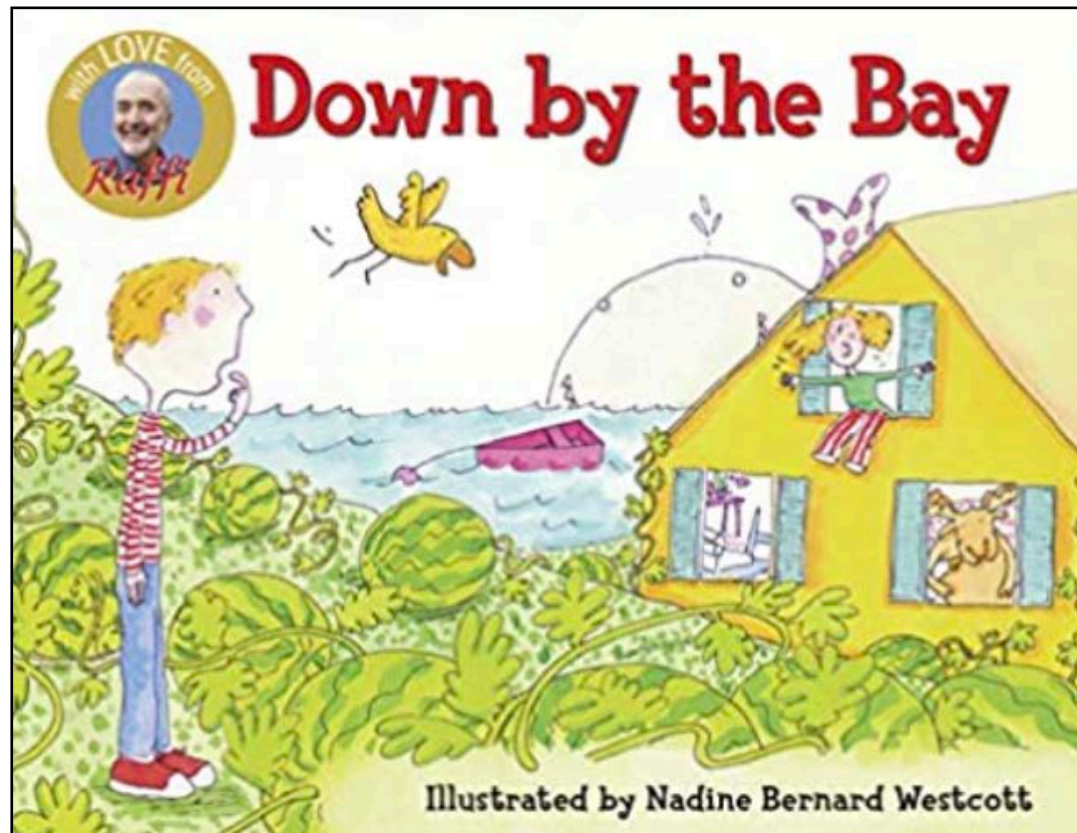
I spy with my little eye something that rhymes with ...

- mat
- tail
- hear
- grab



- log
- wish
- chair
- wheel

Read Aloud Rhyming Activity - IN Text

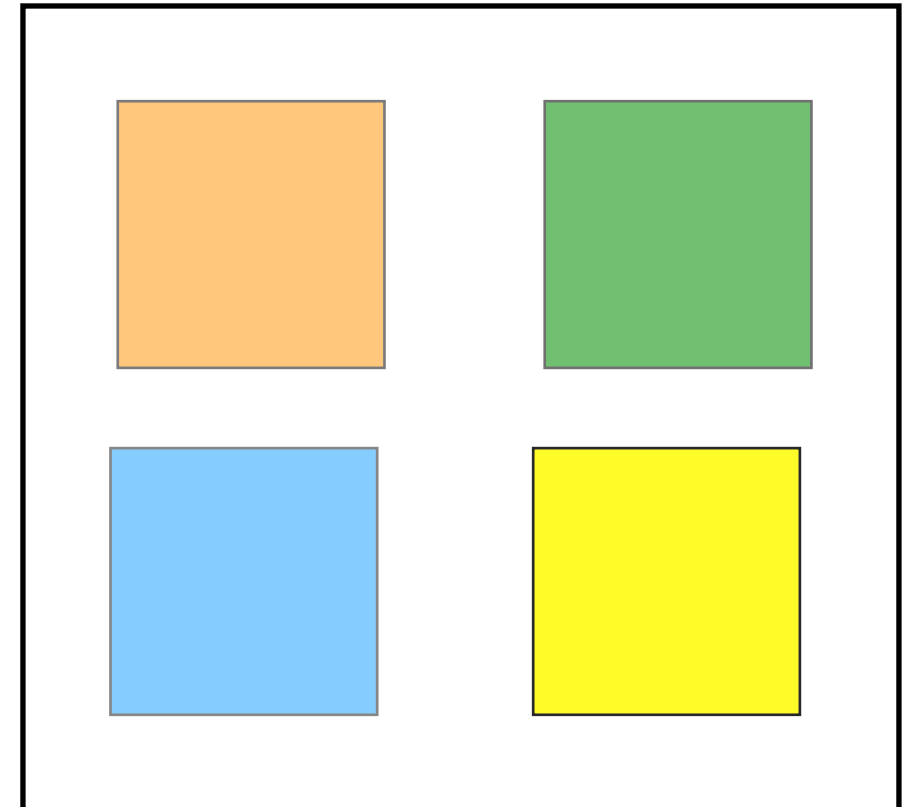


Did you ever see a frog...

Did you ever see a fox...

Did you ever see a dragon...

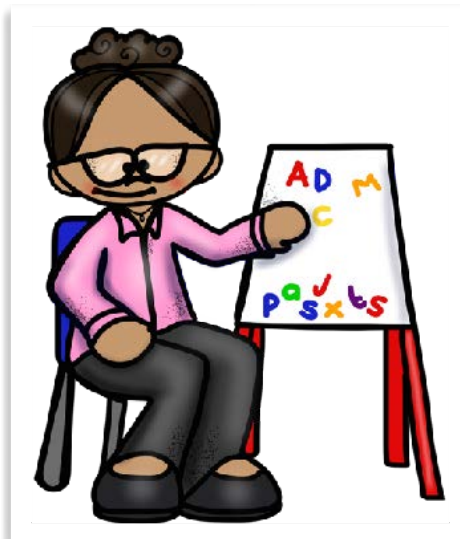
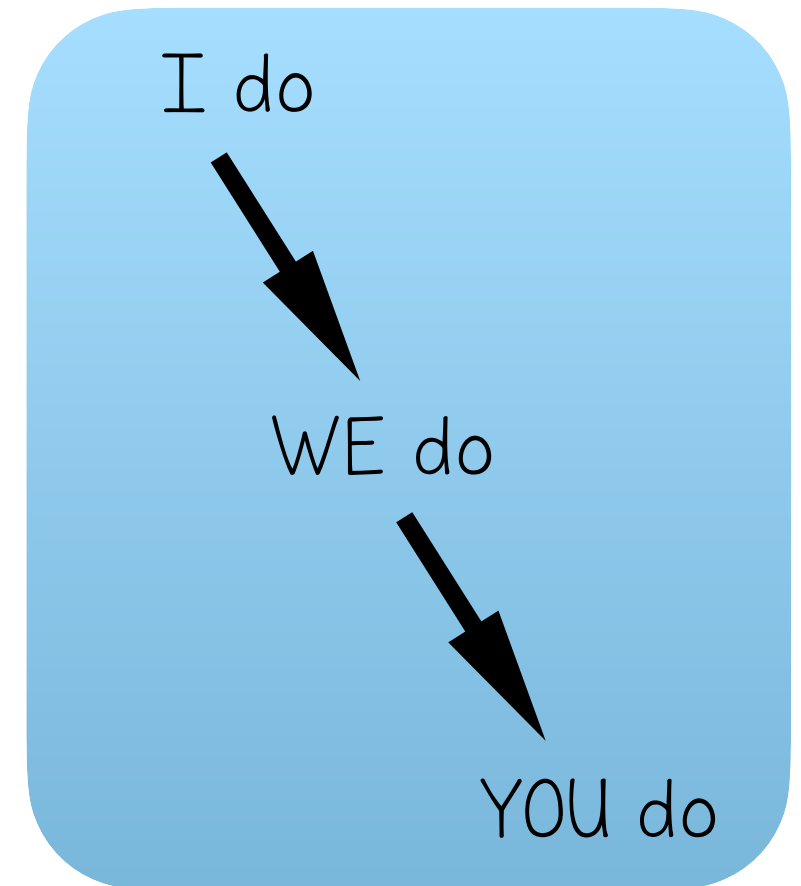
—or choose your own animal and rhyme—



The Art of the Mini-Lesson

- * mini, not maxi
- * strategy-focused
- * model, model, model
- * direct and explicit instruction
- * guided practice in a safe, supportive setting
- * transfer to independence

Mini-Lesson Structure



Modelling a Mini-Lesson on Alliteration

- * mini, not maxi
- * strategy-focused
- * model, model, model
- * direct and explicit instruction

Peter Piper picked a peck of pickled peppers

- * guided practice in a safe, supportive setting

Goofy Garrett...

Lily loves...

Calico cat...

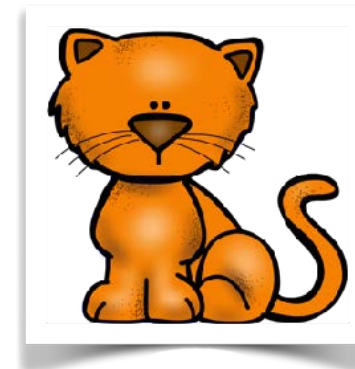
- * transfer to independence

make up your own phrase using alliteration

Scope and Sequence of Phonemic Awareness

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

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



✓ **Sound and word discrimination:**

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

✓ **Rhyming:** *What word rhymes with 'cat'? bat*

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

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

✓ **Phonemic segmentation:**

What are the sounds in 'cat'? /k/ /a/ /t/

✓ **Phoneme deletion:**

What is 'cat' without the /k/? at

✓ **Phoneme manipulation:**

What word would you have if you changed the /t/ in 'cat' to an /n/? can

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?

Whole Class Instruction

One minute direct instruction lesson

Rhyme Recognition & Repetition

Examples:

go/no
yes/me
sad/mad
out/pig
run/fun
in/lap
rip/bag

Role of the Educator

- ▶ educator says the word pairs

Role of the Students

- ▶ Students repeat the word pairs and show thumbs up if the words rhyme, thumbs down if the words don't rhyme.

Rhyme Repetition

T says word pair,
Students repeat:

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

Whole Class Instruction

One minute direct instruction lesson

Onset fluency

Examples:

baker /b/

puppy /p/

dinner /d/

gentle /j/

happy /h/

Role of the Educator

- ▶ educator says a word

Role of the Students

- ▶ Students repeat the word and isolate the onset (first sound)

Onset Fluency

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

T: funny S: funny /f/

Whole Class Instruction

One minute direct instruction lesson

Blending Phonemes

Examples:

r-e-d

p-u-t

b-a-l

f-l-a-g

s-w-i-m

g-l-a-s

Role of the Educator

- ▶ educator says the phonemes for each word

Role of the Students

- ▶ Students blend the sounds to say the whole word

Blending Phonemes

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

T: b-l-a-k

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

Whole Class Instruction

One minute direct instruction lesson

Segmenting Phonemes

Examples:

hop
run
map
play
slug
grab

Role of the Educator

- ▶ educator says the word

Role of the Students

- ▶ Students repeat the word and segment it into phonemes

Segmenting Phonemes

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

T: flip

Ss: flip f-l-i-p

Practicing Phonemic Awareness throughout the day

Make use of transition times and existing routines...

- ▶ During morning meeting – have students segment phonemes in each other's names
- ▶ During interactive writing – use elkonin boxes
- ▶ During transition times – play a few rounds of “Guess my Secret Word” by saying segmented words and students can blend sounds together



Pause & Reflect

What we've explored so far...

- ✓ How we learn
- ✓ Building new systems in students' brains
 - ★ Meaning Mountain – Sound City – Visual Village
- ✓ Scope & Sequence for Phonological Awareness
- ✓ Word Study IN and OUT of texts
- ✓ Mini-Lessons – the path to independence



Jot down any connections or wonderings you have
Chat & share a thought with your tablemates

Nell Duke & Heidi Anne Mesmer

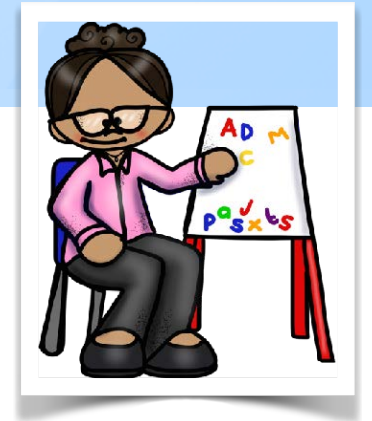
Phonics Faux Pas

Avoiding Instructional Missteps in Teaching Letter-Sound Relationships

By Nell K. Duke, Heidi Anne E. Mesmer



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

Warm Up! Word Wall I Spy

(words from a Grade 1 word list)

- ▶ the word starts with 'm'
- ▶ the word has 3 letters
- ▶ the word has 2 syllables
- ▶ the word has a long 'e' sound
- ▶ it's something you ride in
- ▶ it's a word that means the opposite of **night**

after	day	jump	rain
and	did	kick	ride
animal	down	like	said
are	for	little	school
be	friend	look	she
best	from	made	sister
because	get	new	teacher
big	give	night	that
boy	good	off	them
brother	had	out	there
can	here	people	very
car	house	play	what
children	how	quit	you

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.

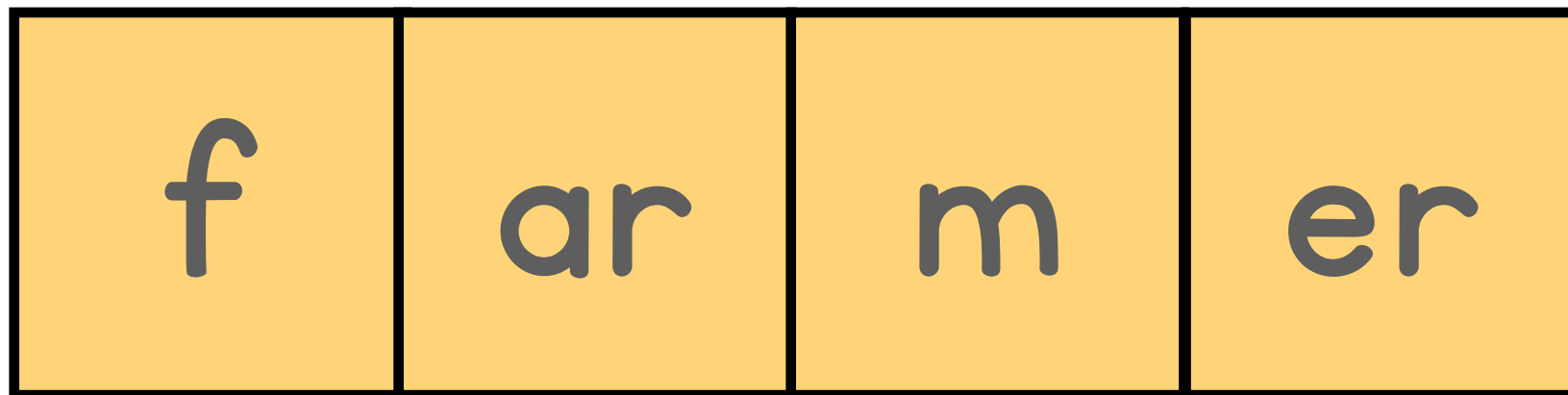
Using Elkonin boxes to Teach Orthographic Mapping

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

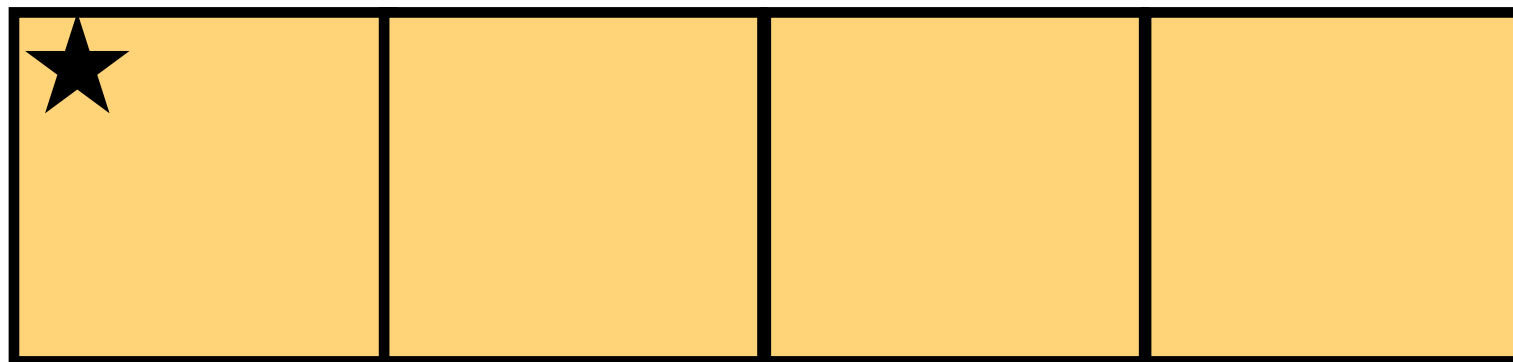
Once students are proficient with phonemic awareness:

- *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

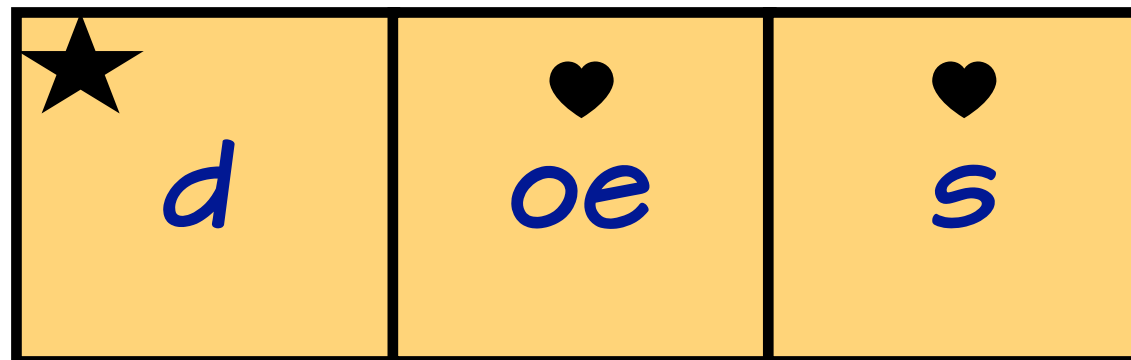


Orthographic Mapping

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



Possible Phonics Scope and Sequence

① Short-vowel vowel-consonant (VC) and CVC words at, sat

② Short-vowel words with blends and digraphs: flat, chat
contrast fat and flat, hat and chat

③ Long-vowel CVCe words: bite, hate
contrast bit and bite, hat and hate

④ Long-vowel words representing multiple spellings: maid coat
contrast mad and maid stay grow
cot, cat, and coat

Possible Phonics Scope and Sequence

5

Words with r-controlled vowels, complex vowels, and diphthongs:

- **contrast** pat and part, spill and spoil, moth and mouth, bid and bird

part spoil
mouth bird

6

Simple multisyllabic words containing common prefixes and suffixes:

- **contrast** read and reread, trust and trusted

reread
trusted

7

More complex multisyllabic words using common syllable types:

- **contrast** can and candle, nap and napkin

candle
napkin

Characteristics of Strong Phonics Instruction

- ✓ Readiness Skills
- ✓ Scope and sequence
- ✓ Blending
- ✓ Dictation
- ✓ Word Awareness Activities
- ✓ Teaching High-Frequency Words
- ✓ Reading Connected Text



Active * Social * Reflective

A Phonics Lesson

★Blending

★Dictation

★Word Awareness Activities

The same letter/sound focus through each lesson part..



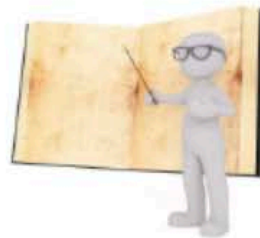
REVIEW IT

- ➔ Review High Frequency Words
- ➔ Name letters and sounds



HEAR IT

- ➔ Phonemic Awareness



TEACH IT

- ➔ Name new skill/sound



DECODE IT

- ➔ Decode words with target sound



SPELL IT

- ➔ Spell words with target sound



READ IT

- ➔ Read word lists, sentences or decodable books

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

Word Ladders

- * Rearrange letters – food that comes from animals
- * Rearrange letters – not wild
- * Change 1 letter – to get possession of something or to grab
- * Change 1 letter – a story
- * Change 1 letter – not short
- * Change 1 letter – a fee paid for a service; e.g. a bridge crossing
- * Minus 2 letters, add 1 letter – a weight; 2,000 pounds
- * Add 1 letter – to have divided something by pulling it apart
- * Change 1 letter – to have caused something to deteriorate
- * Change 1 letter – what teams must do together

team

meat

tame

take

tale

tall

toll

ton

torn





















worn

work

Word Ladders

at	log	bike
bat	dog	like
cat	dig	
fat		

Word Families

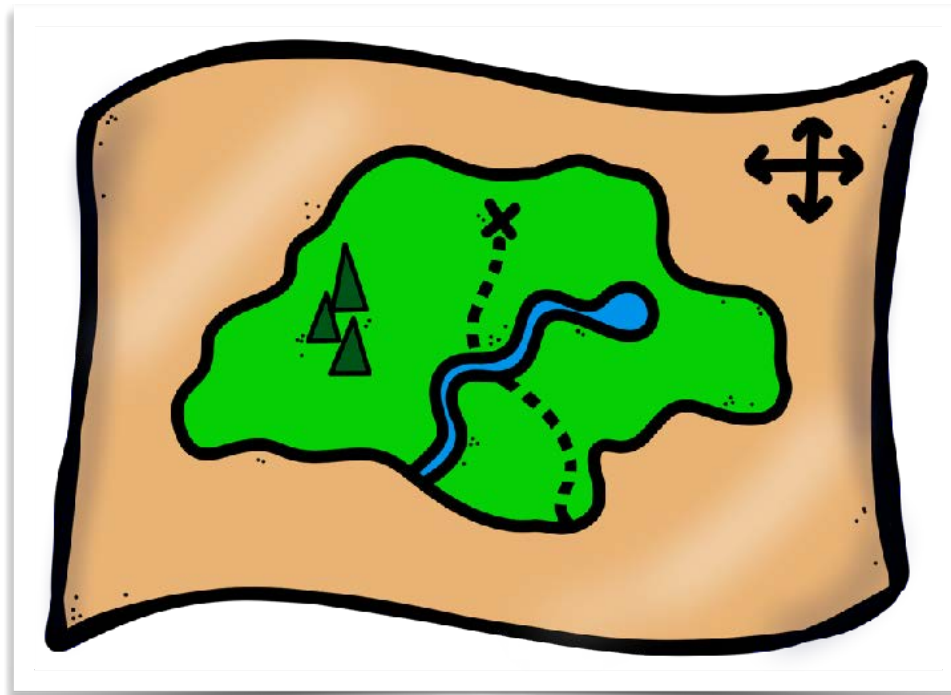
-ad bad Dad glad had 	-ag bag brog drag flag 	-an can fan man pan 	-ap cap clap gap lap map 
-at bat cat fat flat hat 	-ed bed fed fled led red 	-en den hen men pen 	-et bet get jet let met 
-ig big dig fig jig 	-in chin fin grin pin skin 	-ip clip dip drip hip lip 	-it bit fit grit hit kit 
-og clog dog fog frog 	-op cop chop drop hop mop 	-ot cot dot hot lot not 	-ub cub club grub hub rub 
-ug bug dug hug jug mug 	-um drum glum gum hum 	-un bun fun nun pun 	-ut but cut gut hut 

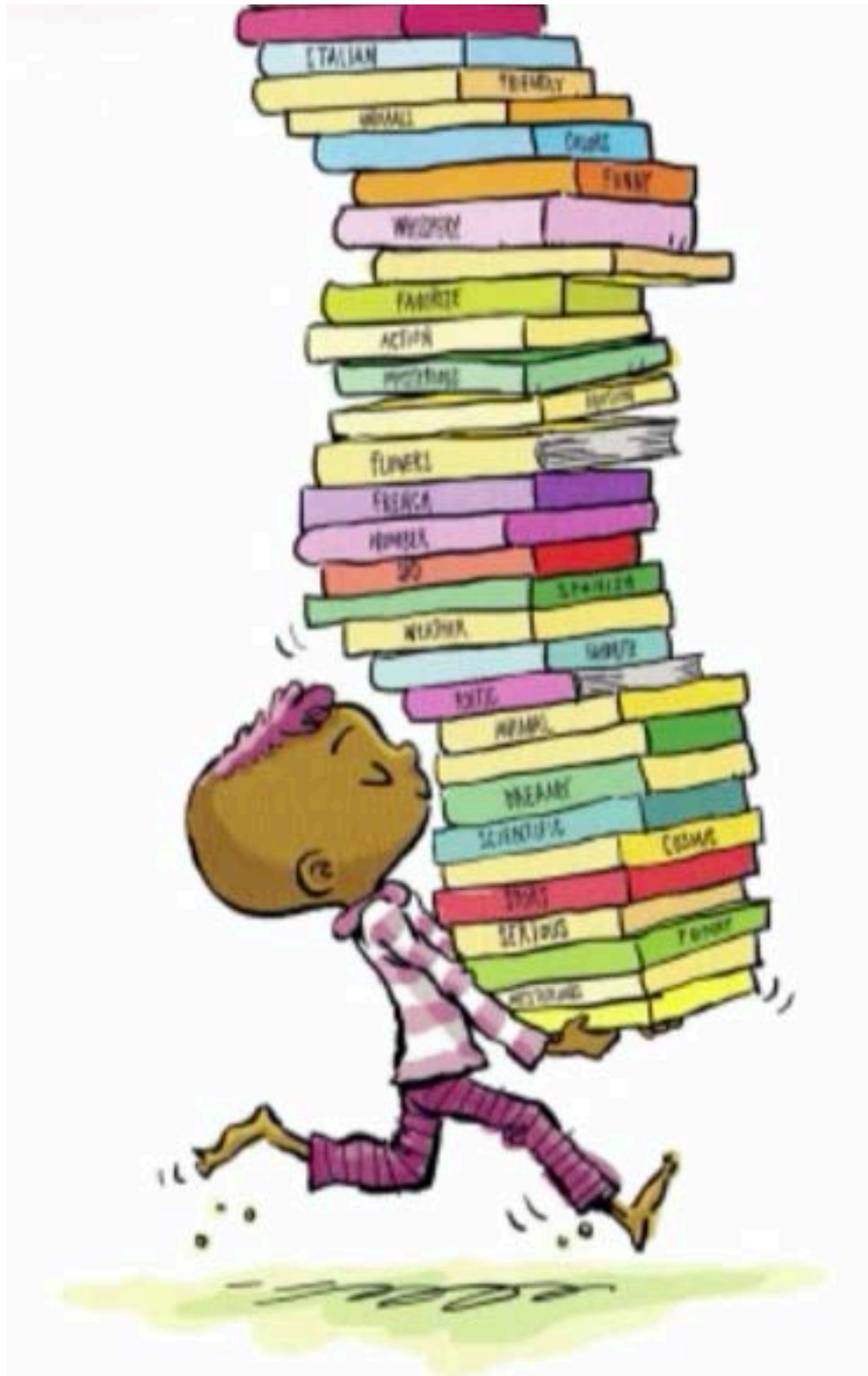
Easily differentiated to be responsive to your students' varied abilities & needs, and can be extended to a literacy centre/station or partners for additional engagement & practice.

Systematic Plan

“When a new skill is introduced, it should be systematically and purposefully reviewed for the next four to six weeks.”

– Wiley Blevins





Engagement deepens further as children actually deploy their developing phonics and spelling abilities to read and write texts to inform, persuade, entertain, and innovate.

—Nell Duke

Pause & Reflect



What we've explored since the break:

- ✓ Phonemic Awareness: scope & sequence; elkonin boxes
- ✓ Article: Avoiding Instructional Missteps...
- ✓ Using students' names to explore sounds, letters, language
- ✓ Scope & sequence for phonics
- ✓ Revisiting elkonin boxes and orthographic mapping
- ✓ Phonics as foundational for reading & writing

Jot down any connections or wonderings you have
Chat & share a thought with your tablemates

Goals for Launching 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.

Nurturing and Supporting Young Writers

- * Writing must be a predictable, daily ROUTINE
- * Children need to see themselves as writers, each with a unique IDENTITY
- * Writing is a process of DECISION-MAKING and ACTION
- * Writers need a disposition for RISK-TAKING
- * Writers need a sense of MOMENTUM to know they are growing
- * Writers work with a sense of CRAFT guiding them, and they learn craft from MENTORS
- * Teachers must ACT AS IF children are capable, competent writers

Holding these beliefs about writing will help shape our plans, actions, and responses as we support and guide young writers.

Book Making

Learning Through Language, Learning About Language

- ▶ Is developmentally appropriate. *Brings a sense of PLAY to making.*
- ▶ Encourages children to do bigger work and develop stamina for writing.
- ▶ Causes children to live like writers
- ▶ Makes the 'reading like writers' connection so clear.
- ▶ Helps children begin to understand the process of composition and decision-making.
- ▶ Helps children begin to understand genre, purpose & audience.

beliefs guide actions

Book Making

1. **TIME** – conversations, demonstrations, students writing, sharing their process
2. **SPACE** – deciding **where** they can do their best work as a writer is a decision the children can **own**
3. **BLANK BOOKS** – **lines** set an **expectation** for print that makes some children think “I don’t know how to do that, so I **can’t**.”
4. **WRITING TOOLS** – Students **choose** from separate tubs for crayons, coloured pencils, and markers; bins for blank, pre-stapled books; ABC charts
5. **AN IMAGE OF BOOKMAKING** – students know what books look like; that **PEOPLE** make books; a finished book is the result of someone’s work to make that book – taking **action** from **ideas**

Bottom Line: If children aren't TRYING to write,
they aren't LEARNING to write.

Book Making

1. TIME

- * 10–20 minutes – WRITERS' MEETING (whole class)

The teacher leads conversations, demonstrations, and inquiries connected to a unit of study.

- * 30–40 minutes – INDEPENDENT WORK

The children make books.

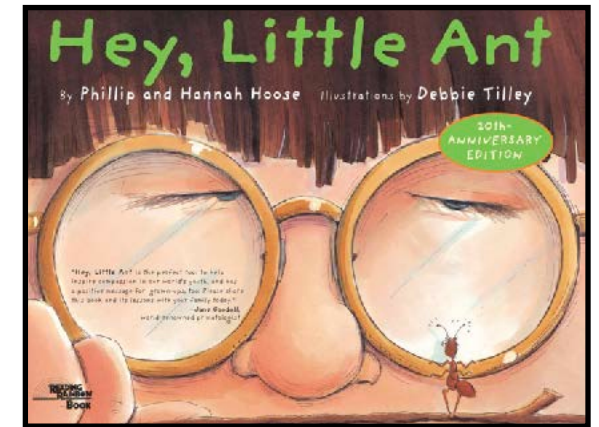
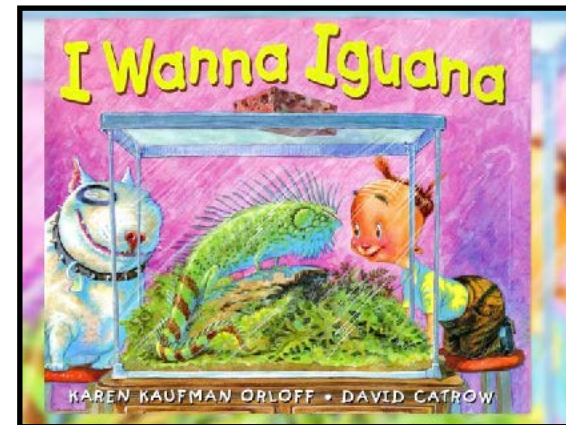
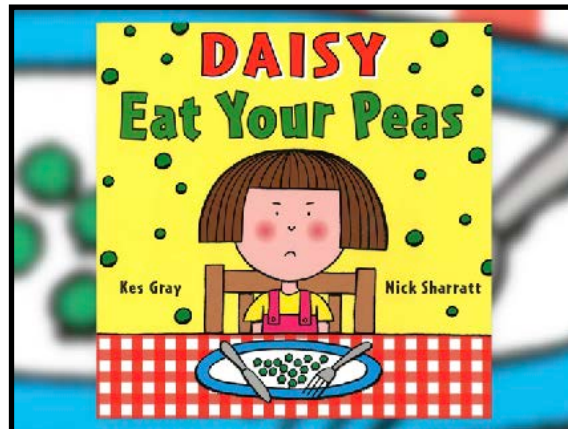
- * 5–10 minutes – SHARE & REFLECTION (whole class)

Writers tell stories of process.

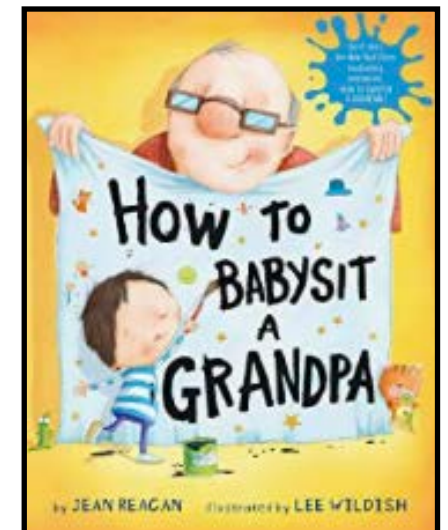
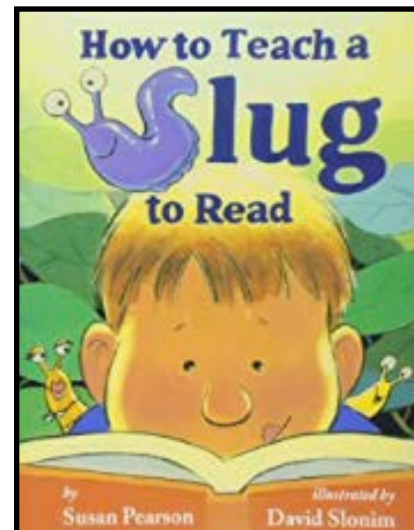
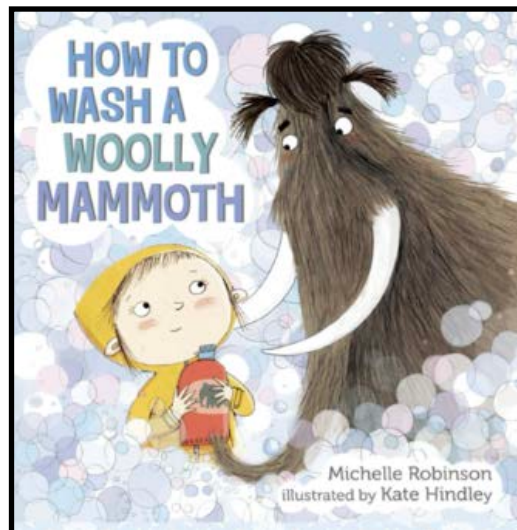
Extend the time for independent work a little each day

Mentor Texts to Launch Connected Writing Activities

Persuasive books



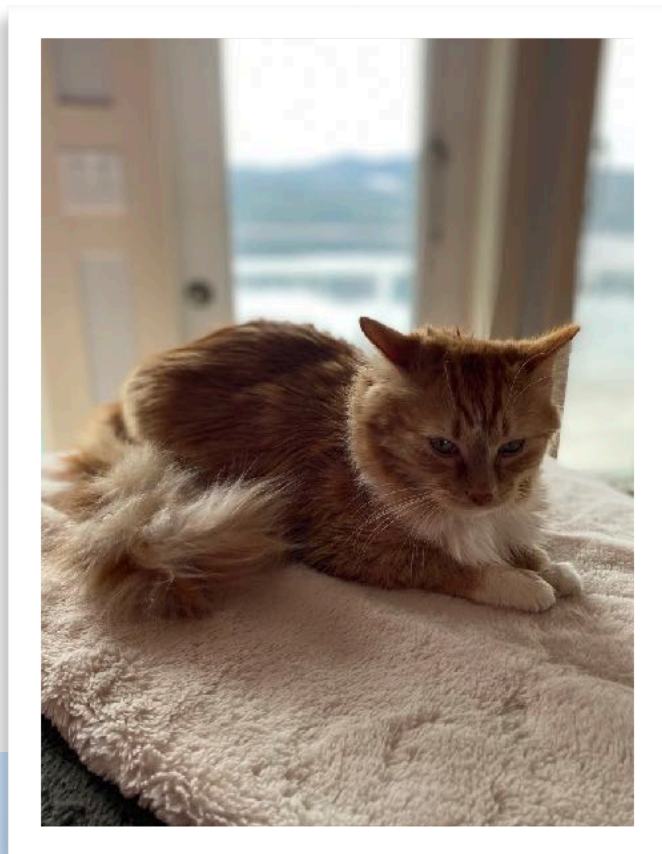
How-to books



Choice of Genre

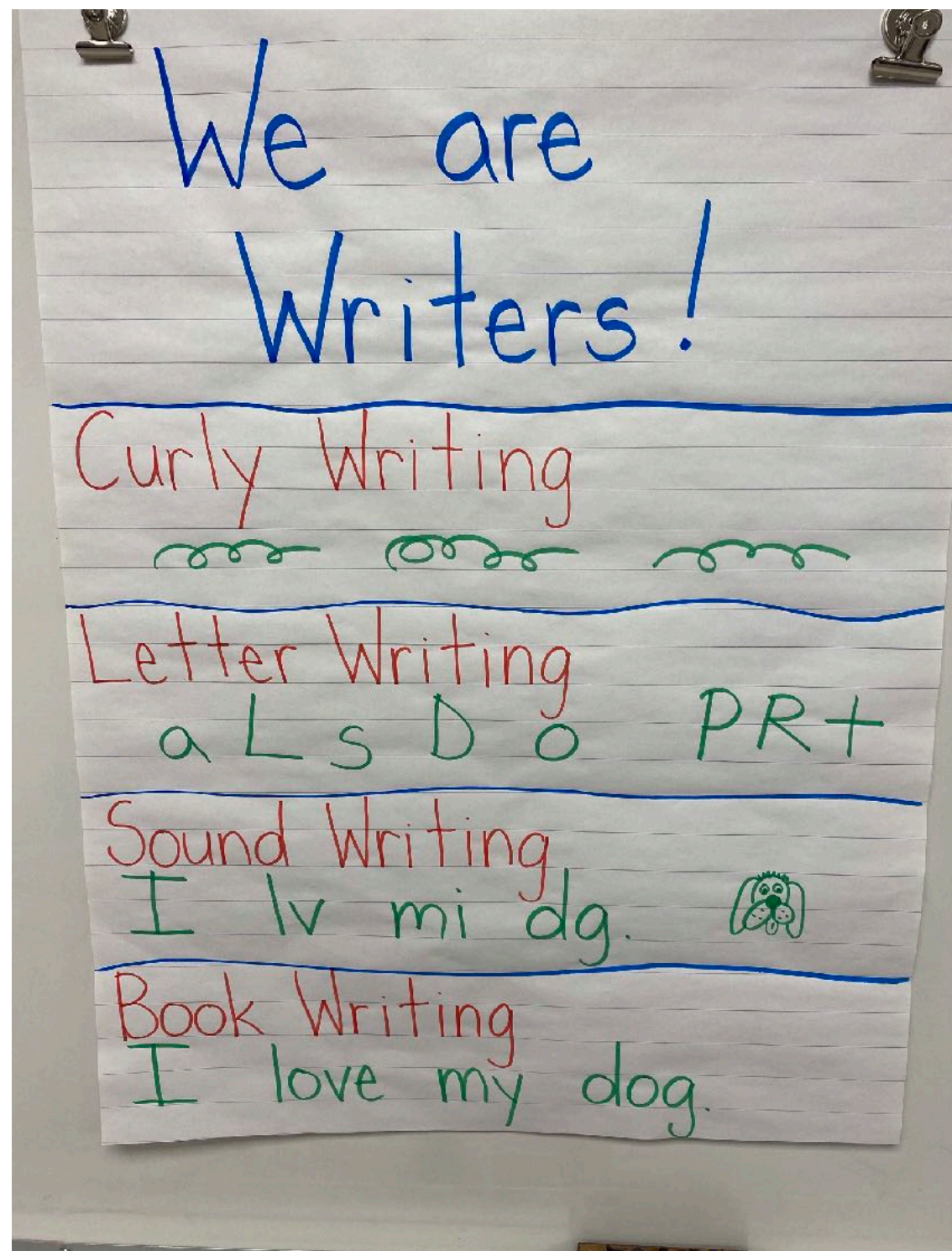
Increasing engagement through choice of genre.

- * Ask students, “what is your favourite topic to write about?”
- * Modelling ‘think aloud,’ explain your favourite topic to write about and all the different genres you can choose to write.



- a small moment story about my cat
- A poem about cats
- A labeled diagram of a cat
- A 'how to' book about taking care of cats
- An information book about cats

Continuum of Writing Development



Reflections & Next Steps

Reflect on the activities & resources shared today:

- * What is jumping out at you?
- * Find a colleague in the room and discuss the following question:

*What is **ONE** thing you're most likely to **try** in your classroom or role before our next workshop together?*

Sources

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

Phonics From A-Z – Blevins

Shifting the Balance – Burkins & Yates

Craft and Process Studies – Glover

Literacy Lessons Part Two – Clay

When Readers Struggle: Teaching that Works – Fountas and Pinnell

Heggerty Phonemic Awareness Curriculum

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

Phonemic Awareness: The skills that they need to help them succeed! – Heggerty

Launching the Writing Workshop – Leograndis

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

A Teacher's Guide to Getting Started with Beginning Writers – Wood Ray & Cleaveland

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

Write from the Start: Writing Workshop in K-3 – POPEY Presentation by Lori Jamison

Books & Presentations

Phonics Activities & Games Kit – Blevins & Sadler School

Letter Lessons & First Words – Mesmer

Comprehensive Literacy Resource – Trehearne

Sources

Videos

[TikTok – Orthographic Mapping](#)

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

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

[POPEY – Word Ladders](#)

[Worry About Yourself](#)

[Birth of a Word](#)

[Balanced Lit Diet – YouTube: Reviewing Letter–Sound Correspondence](#)

[Heinemann Online Resources for *A Teacher's Guide to Getting Started with Beginning Writers*](#)

Digital Resources

[Phonics Faux Pas – Duke & Mesmer](#)

[Carolyn Strom](#)

[The Big Five: Phonics–Orthographic Mapping – Wooldrige](#)

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

Professional Learning Series dates...

OUR NEXT WORKSHOP:

Wednesday, January 10th: 9:00 – 2:30pm



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