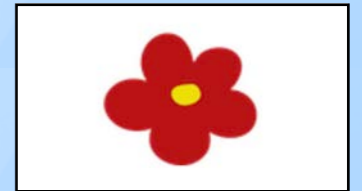




Provincial Outreach Program for the Early Years

www.popey.ca

We will start in ...



A Comprehensive Framework for High Impact Reading & Writing Instruction

November 1st

8:30am - 2:30pm

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

Presenters:
Lisa Thomas
Jen Kelly

POPEY 

Shape of the Day

- 8:30–10:15am
 - ✓ How we learn // K – 3 ELA Big Ideas
 - ✓ Whole class, small group, independent practice time for literacy skill building
 - ✓ Elements of comprehensive literacy
 - ✓ Phonological awareness overview // scope & sequence for phonemic awareness
 - ✓ Readers Workshop, mini-lesson, and a read aloud activity
- 10:30–12:00pm
 - ✓ Jigsaw Activity – Article “Phonics Faux Pas”
 - ✓ Phonics scope & sequence, games, activities, routines for word solving
 - ✓ Interactive read aloud to support student engagement and vocabulary building
 - ✓ Phonics scope and sequence, lesson flow for mastery of phonics principles
- 12:45–2:30pm
 - ✓ Writers’ Workshop –considering purpose, genre, choice, and mentor texts
 - ✓ Reflections, Connections, and Goal Setting – Collaboration & Planning



Our learning objectives

In this workshop, we will explore:

- interconnected language, reading, and writing experiences
- demonstration/mini-lessons within a workshop format that provides scaffolded supports for small group work and independent practice
- evidence-based evidence-based instructional practices, strategies, and routines to support young writers in building their writing identity, confidence, and skillset
- developing writing for authentic purposes and audiences within classroom communities

How did you learn to...



ride a bike?



swim?



drive a car?

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

Please share your thoughts with your table group or neighbours...

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**?

Kindergarten to 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 (Grade 2 / 3)
- ✓ Stories and other texts can be shared through pictures & words
 - ➔ Stories can be understood from different perspectives (Gr 3)
- ✓ 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
 - ➔ Using language in creative and playful ways helps us understand how language works (Gr 3)
- ✓ Curiosity and wonder lead us to new discoveries about ourselves and the world around us

Comprehensive & Connected Literacy Experiences

WHOLE CLASS

Thinking

GUIDED & SMALL GROUP



Talking

Reading



Writing

PARTNER WORK

INDEPENDENT PRACTICE

Rethinking how reading comprehension begins

By listening comprehension, we are not referring to how well children follow directions or to how well they can sit for us to offer long explanations. We are referring, instead, to their capacity to understand spoken language. This capacity develops through conversation, through hearing and sharing personal stories, and through interactions with rich texts.

Listening comprehension

– which is built through language interaction –
is, after all, an essential precondition of reading comprehension.

Supporting a Classroom of Talkers AND Listeners

Our students need...

- * a sense of safety, joy and belonging in the classroom
- * a classroom culture of appreciation and respect
- * time to talk (built into their daily schedule)
- * a balance of partner talk, small group talk, whole class talk
- * demonstrations of and practice with:
 - ♦ compliments – what they're noticing others do
 - ♦ asking questions and listening to answers
 - ♦ sharing their opinions, with reasons/evidence
 - ♦ oral rehearsal for what they're writing

Question: Am I structuring and leading intentional conversations?

Comprehensive Literacy

➔ and, and, and...

Decodable texts	vs.	Authentic literature
Research	vs.	Classroom Practice
The art of teaching	vs.	The science of reading
Individual student needs	vs.	Whole class efficiency
Direct instruction	vs.	Discovery learning
Practice in isolation	vs.	Practice in context
Mastery of skills	vs.	Joy of reading
Structure	vs.	Choice
Urgency	vs.	Joy



Phonological Awareness

–refers to the ability to recognize and manipulate the spoken parts of **sentences** and **words**, and involves a continuum of skills that develop over time and are crucial for **reading & spelling success**:

- * *rhyme, alliteration, syllables, blending/segmenting, and...*
- * *the most sophisticated – and last to develop – is **phonemic awareness***

Phonemic Awareness

–refers to oral language and is the understanding that **spoken words** are made up of **individual sounds** called **phonemes**



Phonics

–refers to **print**, and is the knowledge of **letter/sound relationships** and the ability to **apply** that knowledge to **encoding** (writing) and **decoding** (reading)



Readiness Skills

The two best predictors of early reading success are phonemic awareness and a student's understanding of the alphabetic principle.

Phonemic Awareness

Students' ability to hear and manipulate the smallest units of sound in a word – phonemes

Alphabetic Principle

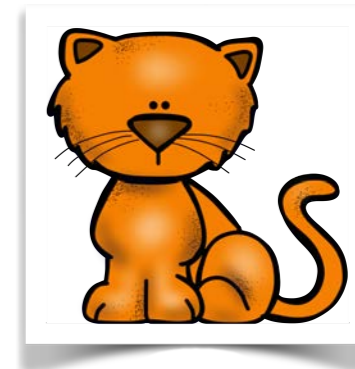
The understanding that there are systematic and predictable relationships between written letters and spoken sounds.



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

One Minute - Whole Class Instruction

Rhyme Repetition

T says word pair,
Students repeat:

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

Onset Fluency

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

T: funny S: funny /f/

Blending Phonemes

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

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

Segmenting Phonemes

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

T: flip
Ss: flip f-l-i-p

Examples:

go/no
yes/me
sad/mad
run/fun
rip/bag

Examples:

baker /b/
puppy /p/
dinner /d/
gentle /j/
happy /h/

Examples:

r-e-d
p-u-t
b-a-l
f-l-a-g
s-w-i-m

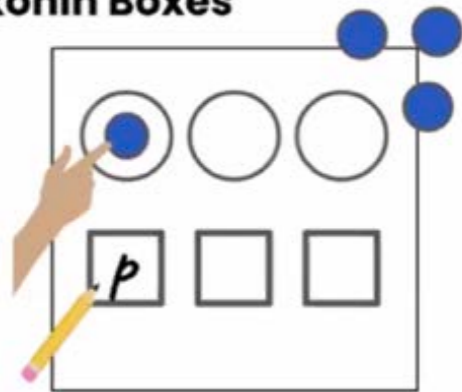
Examples:

hop
run
map
play
grab

Small Group Supports for Phonemic Awareness

Manipulatives to support phonemic awareness & orthographic mapping

Elkonin Boxes



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



c / a / t

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

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 →

Pause & Reflect

What we've explored so far...

- ✓ How we learn
- ✓ K – 3 ELA Big Ideas
- ✓ Whole class, small group, independent practice time
- ✓ Elements of comprehensive literacy
- ✓ Building blocks of literacy – phonological awareness
 - ★ scope & sequence for phonemic awareness
- ✓ Instructional suggestions and supports for phonemic awareness
- ✓ Scaffolded supports for making meaning in and out of texts

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



Connecting Our Literacy Learning to the Land



People build connection and reconnection to land, culture, community, and place

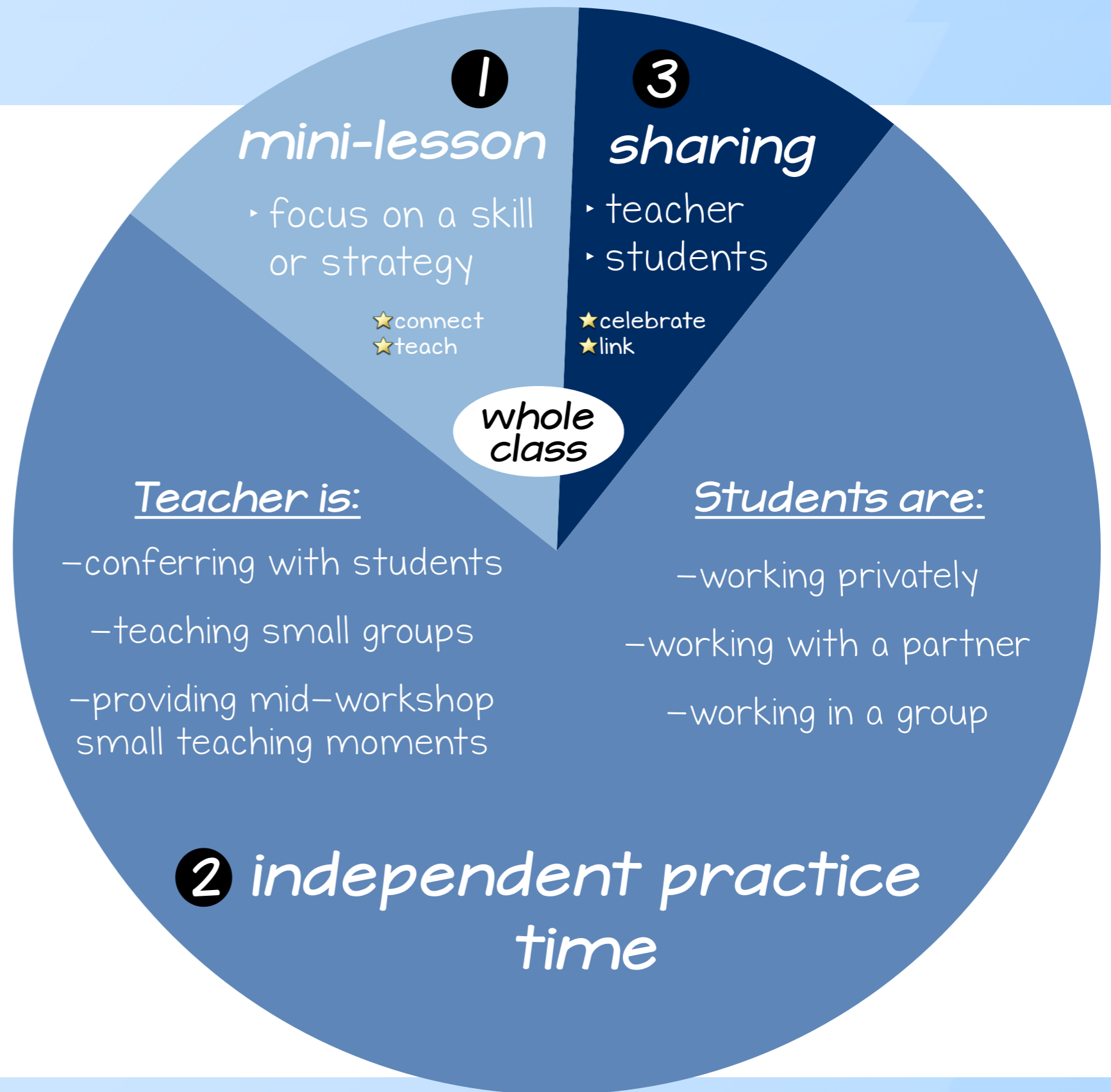
Children develop a sense of place when they connect with their local communities and outdoor environment. Early learning is “of a place” when children and educators engage with local histories with respectful curiosity and a desire to contribute and share. Indigenous peoples have been the knowledge keepers of these places for hundreds of generations. Indigenous languages are some of the voices of these places.

Workshop Flow

Mini-Lesson:
<10 minutes

Students Working:
30 – 45 minutes

Sharing:
5 minutes



Mini-Lesson & Read Aloud - Connecting & Noticing

Mini-Lesson Structure

I do



WE do



YOU do



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

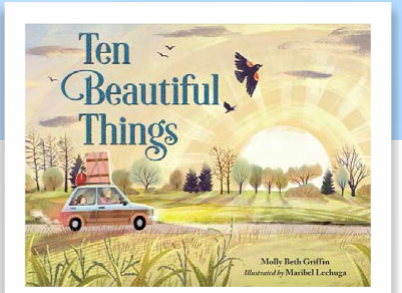
Connecting Stories to Our Environment



Consider the 10 beautiful things Lily and her Gram found on their journey...

- * Take FIVE minutes of our **10 minute break** to go on a 'search and record' walk around your environment, and write down as many beautiful things as you can find
- * Record them on a notepad (or you can take photos)
- * Come on back to your computer by the time the song ends

Connecting Stories to Our Own Lives



Consider the 10 beautiful things you found on your brief journey...

Sharing

- Choose **one** of your beautiful things to describe, and share a brief description with the whole group

Connecting

- Listen to what everyone is sharing
- Select a beautiful thing that resonates with you, and
- Stand up, walk around, and tell that person about it:

Phonics Faux Pas

Avoiding Instructional Missteps in Teaching Letter-Sound Relationships

By Nell K. Duke, Heidi Anne E. Mesmer



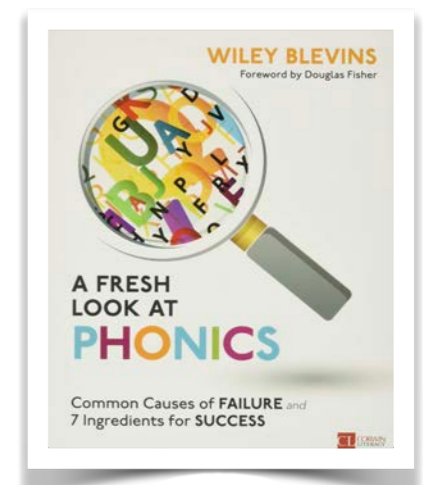
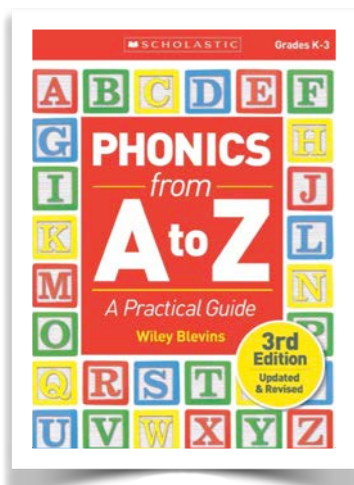
- * Read your section
- * Summarize orally for your group
- * Discuss: wonderings, connections...

Teaching the most common sound–spelling correspondences helps children understand the **alphabetic principle**. For some children, this is a tremendous **”aha.”**

Reading becomes like a **puzzle** in which they **map** a sound onto a letter or letter cluster, and blend the sounds together to read words.

For other children, the process requires more **practice and time**. These children need **additional opportunities** to hear the sounds, play with sounds and letters, **write** letters and words, and **practice reading** simple words using the sound–spellings learned.

*–Wiley Blevins, Ed. D
author, educational consultant, researcher*



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** – 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 Phonics Lesson

★Blending

★Dictation

★Word Awareness Activities

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



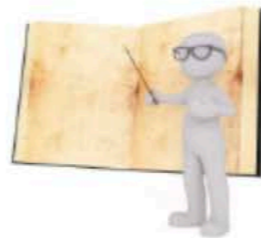
REVIEW IT

- ➔ 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).

Teacher Language

Skill

(Begin with **mat**.) Change **mat** to **sat**.

encoding

Change the **S** to an **F**.
Now tell me what word you have?

decoding

Change **fat** to **fit**.

encoding

Change the **F** to an **S**. What word is that?

decoding

What letter do you need to change **sit** to **lit**?

encoding

Now add an **S** to the beginning of **lit**.
What word do you get?

decoding

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

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.

Skilled Comprehenders Use These Strategies

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

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

Mini-Lesson & Read Aloud - Learning New Vocabulary

Mini-Lesson Structure

I do



WE do



YOU do



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

Interactive read-alouds



Chapter 1

HEADING HOME

It is early September. A female salmon has spent three years in the Pacific Ocean. It is time to leave. She will return to the place she was born. Where she was born is a good place to **spawn**. She begins her long journey home to Washington State.

The salmon swims south. She finds a body of water called an **estuary**. This is where a river meets the ocean. The salmon stays here for several weeks. The mix of salt water and freshwater in the estuary prepares her to live in the river. New muscles develop that will help her sprint and jump. Eggs start to grow in her body. The salmon gobbles down a few more fish. This will be the last meal of her life.

◀ After living most of their lives in the ocean, salmon return to the freshwater rivers from which they came.

Interactive read-alouds

FAST FACTS

Name

- There are eight types of Pacific salmon: Chinook, coho, sockeye, chum, pink, steelhead, masu, and amago.

Diet

- Young salmon eat insects, **invertebrates**, and **plankton**.
- Adult salmon eat other fish, squid, eel, and shrimp.

Average Life Span

- Most salmon live for four to five years.
- Chinook salmon live the longest. They live up to seven years.

Size

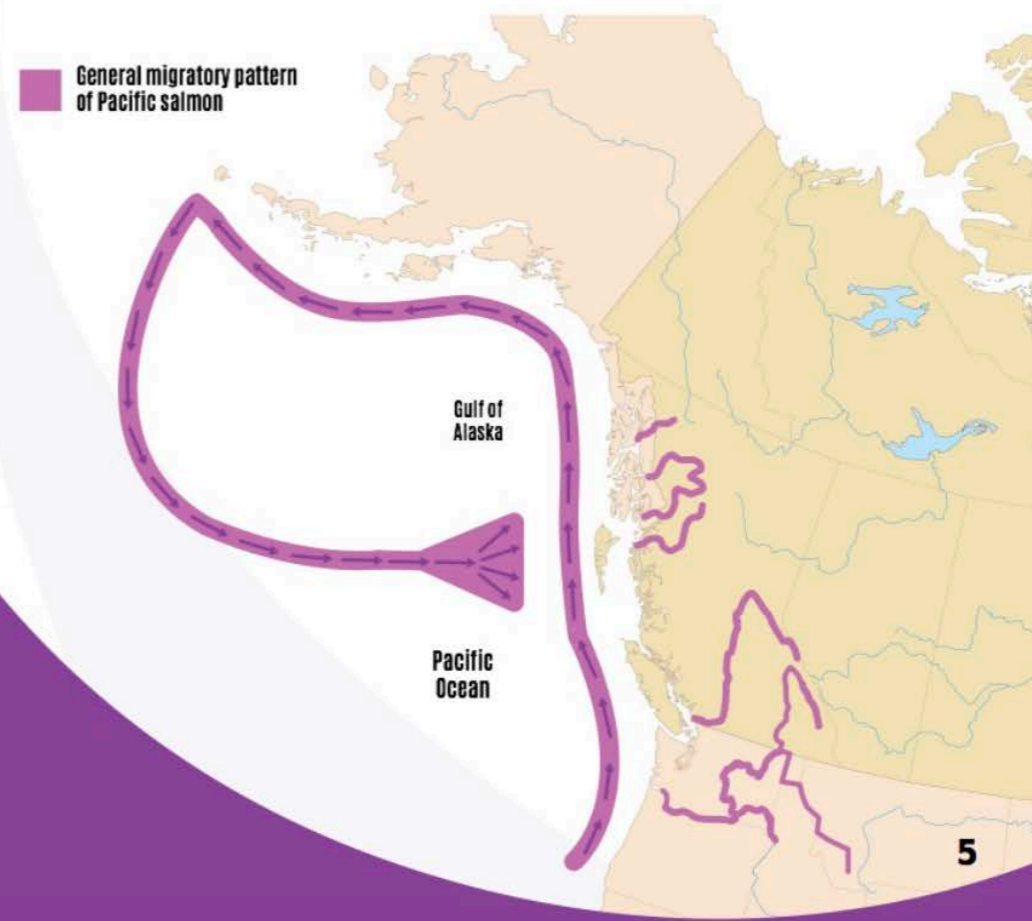
- Adult pink salmon are as small as 20 inches (51 cm) long.
- Chinook salmon can grow up to 5 feet (1.5 m) long.

Weight

- Pink salmon weigh as little as 3 to 5 pounds (1.4–2.3 kg).
- Chinook salmon can weigh as much as 100 pounds (45 kg).

Where They're Found

- Salmon live in the Atlantic and Pacific Oceans.
- Some salmon also live in inland lakes, such as the Great Lakes.



Targeted focus and discussion on new vocabulary

dam

a structure that blocks
the flow of water

plankton

tiny plants and animals
floating in the water

estuary

a body of water where the
ocean meets the river

rapids

part of a river where the
water flows very quickly

invertebrates

animals without backbones

scales

thin, overlapping plates
that cover a salmon's body

Building our vocabulary

dam

plankton

estuary

rapids

invertebrates

scales

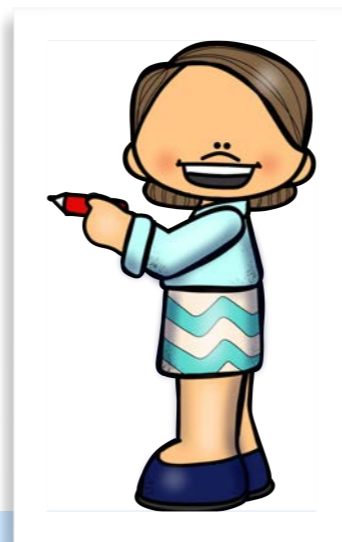
SMALL GROUP – Talking/Reading/Writing/Thinking Connection...

- Which three words are you most interested in drawing a picture and/or writing a definition of, and why?
- Tell your group/partner why you chose those words and what they mean.
- Work alongside someone as you write/draw.

What We Know About Writing Development

Kids need:

- **explicit and sequenced instruction** that helps them progress along a learning continuum
- **critical feedback** that helps them know next steps
- **extensive opportunities** to write on topics they **care** about



What Topics Do You Care About?

Kids need **extensive opportunities** to write on topics they care about

Think of some of **your favourite topics** and the people, activities, places, things you do in your regular day-to-day life:

- * Hobbies & activities (*yoga, birdwatching, baking, hiking, photography...*)
- * Sports
- * Places you like to go
- * People you spend time with – family and friends
- * Music, movies, books...

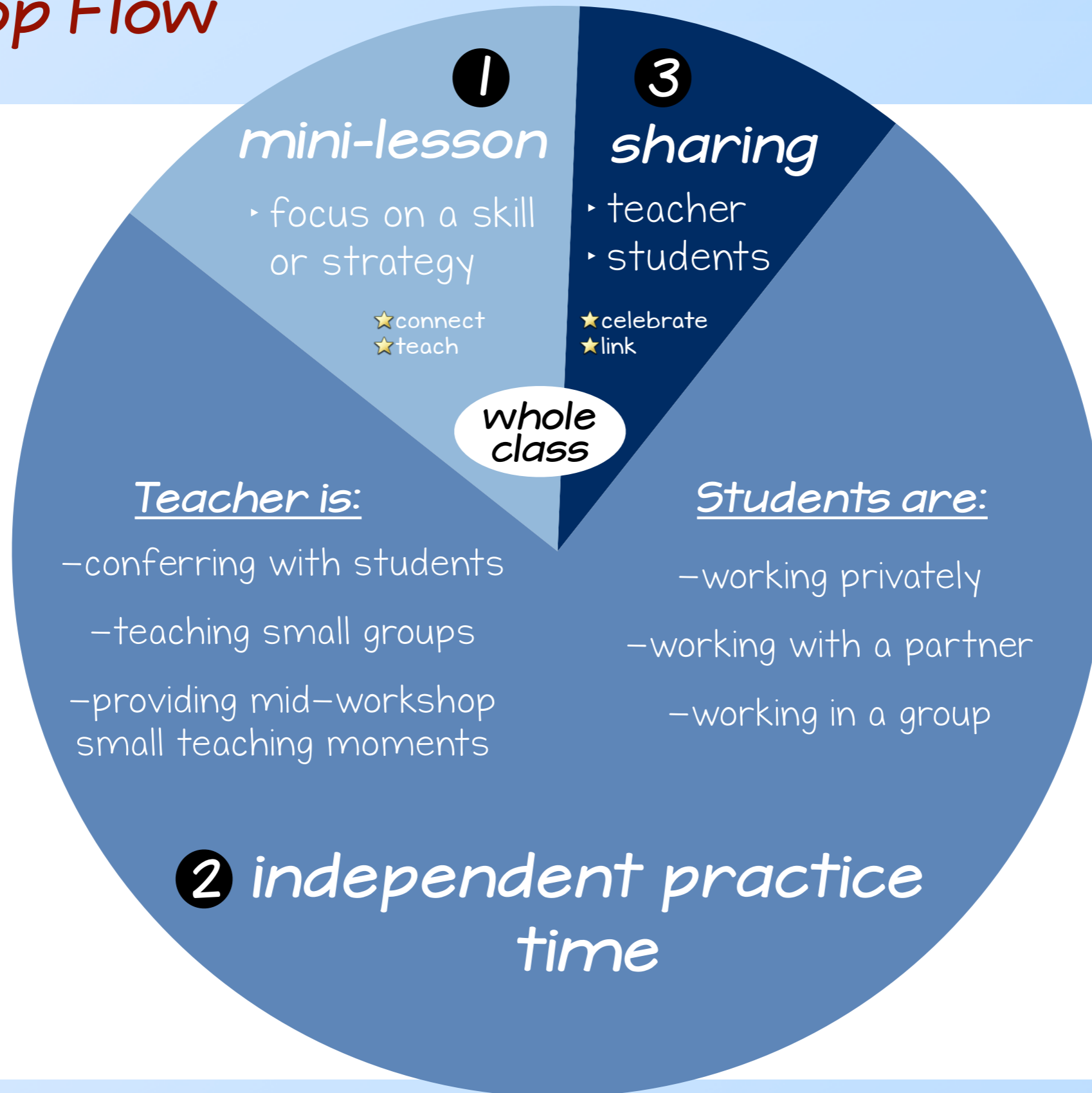
Can you come up with a list of **3–5 things** from your life that you would be **KEEN** to write about?

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.

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

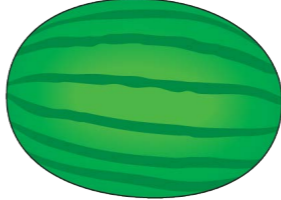
- "Now you try it" - and provide students with a little bit of guided practice (scaffolded learning)
- everyone has a go, working with a partner or small group, while the teacher listens and coaches
- 2-3 minutes

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

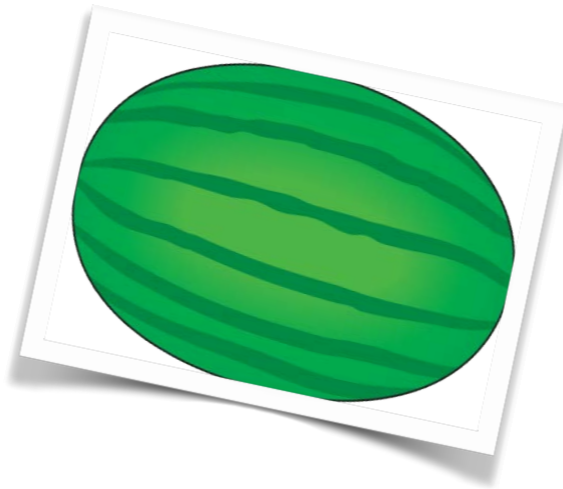
Writing About Our Lives - Small Moments

- 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 personal seed story...

A Small Moments Cat Story

The Pix and the Mouse

One morning I let my cat named Pix outside. He was waiting at the door to be let in. I didn't notice that he had a live mouse in his mouth when he came in. I screamed and Pix dropped the mouse. The mouse ran around the house. I finally got him outside.

A Small Moments Cat Story

Pix and the Mouse

One sunny morning before I started work, I let Pix outside to get some fresh air. When he came back inside, I didn't notice that he had a squiggly, scared mouse in his mouth. I was so surprised that I screamed and that caused Pix to drop the mouse and run upstairs. The mouse started to run around the house. I grabbed the broom and dustpan. The mouse ran behind the oven and I finally had him cornered. I carefully scooped him up and put him outside.

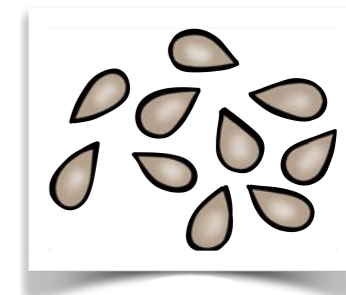
A Small Moments Cat Story

Pix and the mouse

“Eeek,” I screamed when Pix, the cat, came inside the house with a squiggly mouse in his mouth. I had let him out that morning and I guess he thought he would bring in a new ‘toy’ to play with in the house. I shouted, “Pix, what are you doing?” I guess I scared him with my shouting, so he dropped the mouse and scampered upstairs. I started running after the mouse, clop, clop, clop. Finally, I had him cornered behind the oven. He looked so small and scared, I felt a little sorry for him. I carefully scooped him up into a dustpan and ran outside. Whew, what an exciting way to start the day!

Zooming in on Small Moment Stories

- think about our big  topic – *My Cats*
- make your own  story that came out of our big  topic
- 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



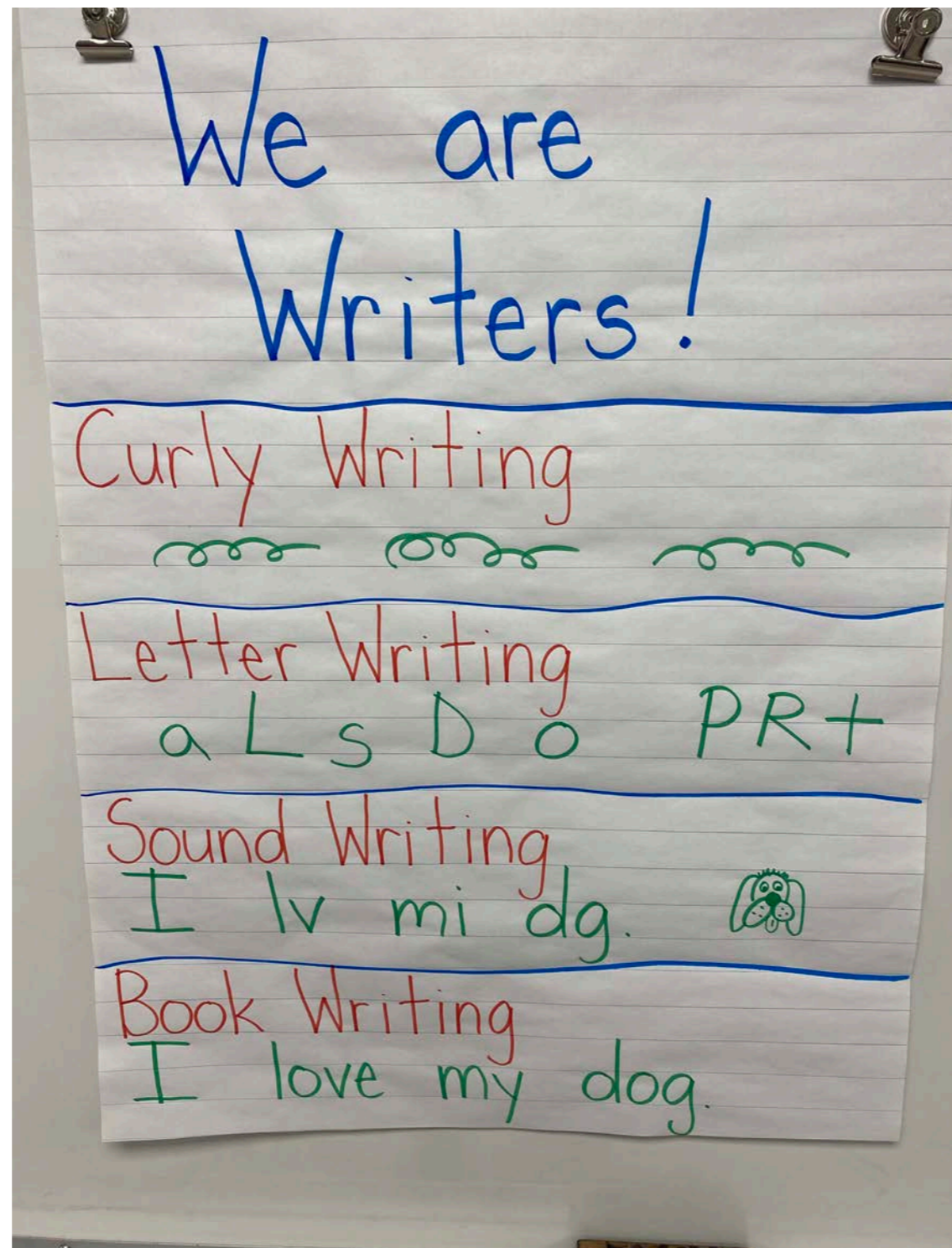
Separates the **formulating** of sentences from
the difficult task of **writing** sentences

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.

Continuum of Writing Development



Honouring Approximations

Looks like:

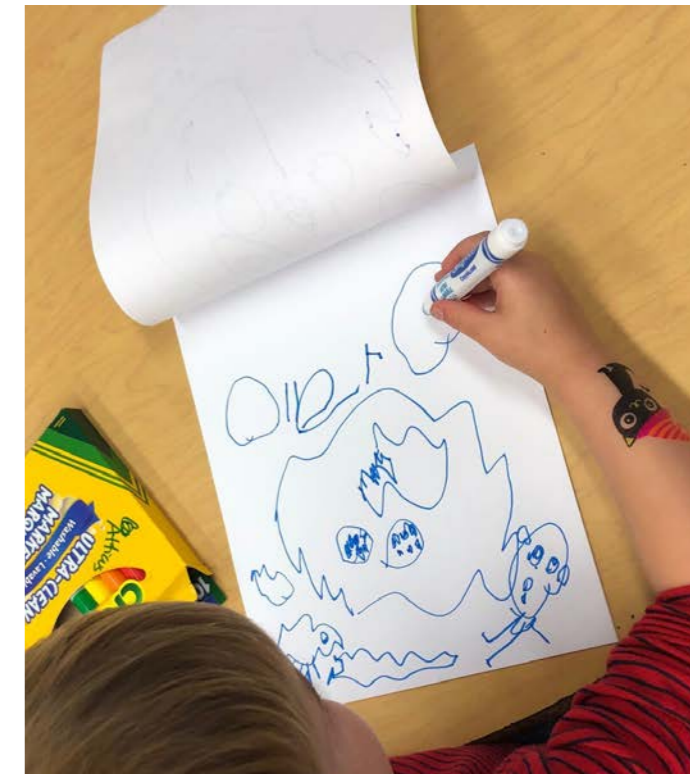
Taking a child's writing and seeing all they CAN do, not what they CAN'T

Looks like:

Believing that young kids are writers and NOT doing their writing for them

Looks like:

Adults feeling comfortable with children's approximations so that children also feel comfortable with "not knowing" and take a risk anyway



Creating Purpose

Connect Writing Workshop to other familiar times in the day and their purpose.

- * Center time = explore & play
- * Recess = outside to play, run
- * Writing Workshop = make books



Some children don't believe they know how to write, and so the verb **MAKE** is more inclusive and inviting

In Your Classroom

Big Idea... Writing workshop is a time every day when you make books

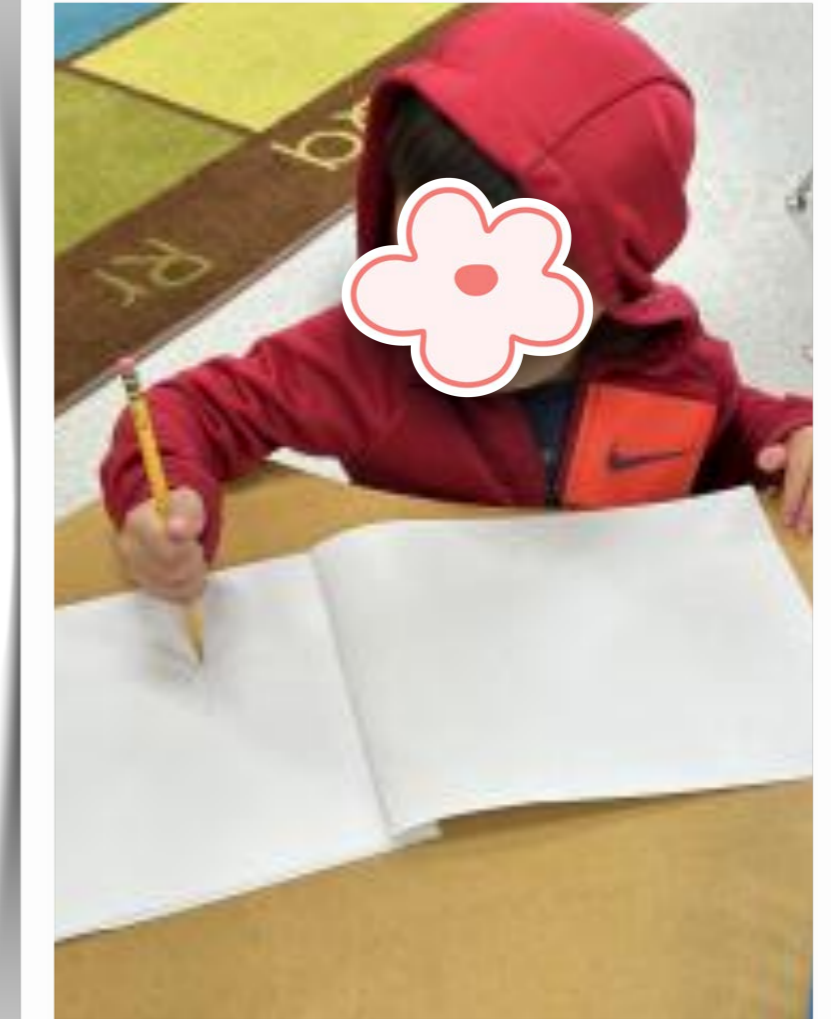
- * Compare to other time of the day children already know (centers, lunch, recess)
- * Show children a picture of someone who is an author and illustrator alongside a book that person has made (Eric Carle)
- * Show children books made by other children. Read one!



In Your Classroom

Big Idea... People make books by drawing the pictures and writing the words

- * Show and talk about the tools you have available for making books
- * Show children photographs of other children making books
- * Use share time to talk about how children put words and pictures in their books



In Your Classroom

Big Idea... Making books is a process that happens over time

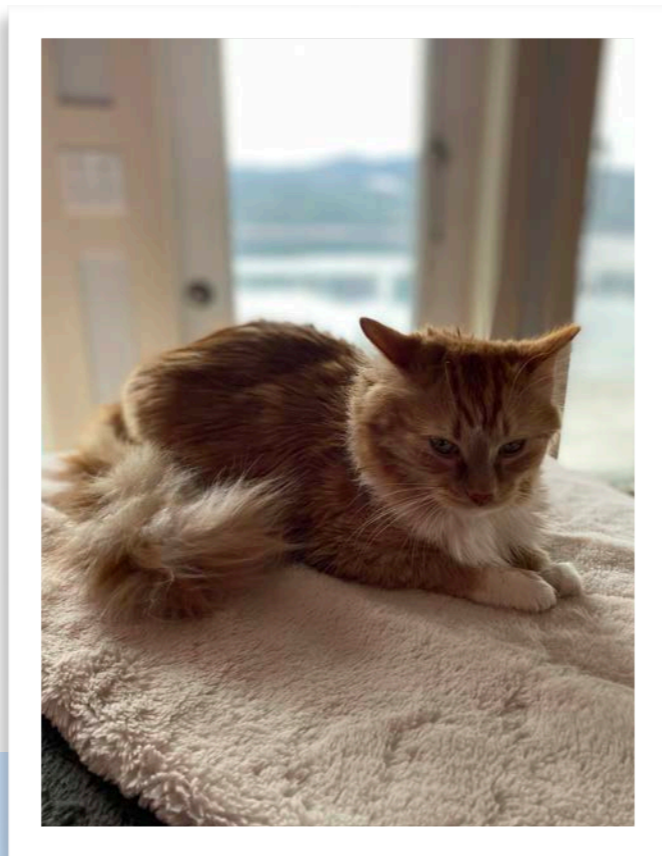
- * Ask children questions about what they plan to do **next** in their books
- * As a whole class or in pairs, invite children to think with each other about what else they might do in their books
- * As you observe children at work, look for those who are “going back in” to their books and invite them to share



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

Craft and Process Writing Units

Craft Writing Teaching:

- ✓ Illustration Study
- ✓ Paragraph Decisions
- ✓ Punctuation
- ✓ Text Structures
- ✓ Author Study

Process Writing Teaching:

- ✓ Launching Writers Workshop
- ✓ Reading Like a Writer
- ✓ Using Strategies to Find Topics
- ✓ Planning
- ✓ Peer Conferences
- ✓ Revision



Teaching with Mentor Texts

What is a mentor text?

A well-crafted text that you show students to help them see how they can better craft their writing and use conventions.

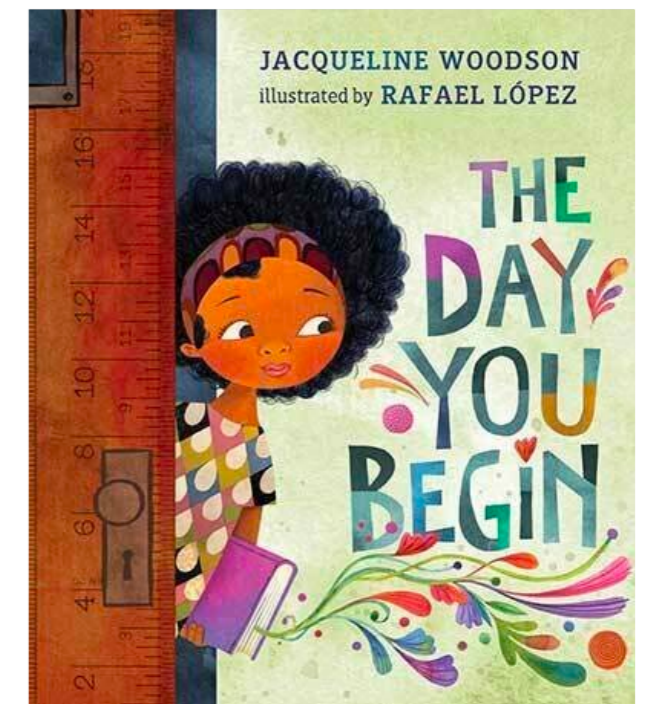
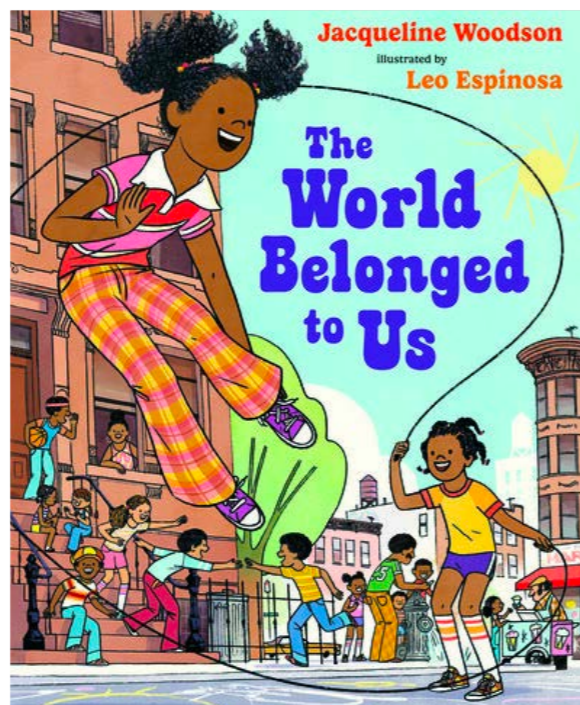
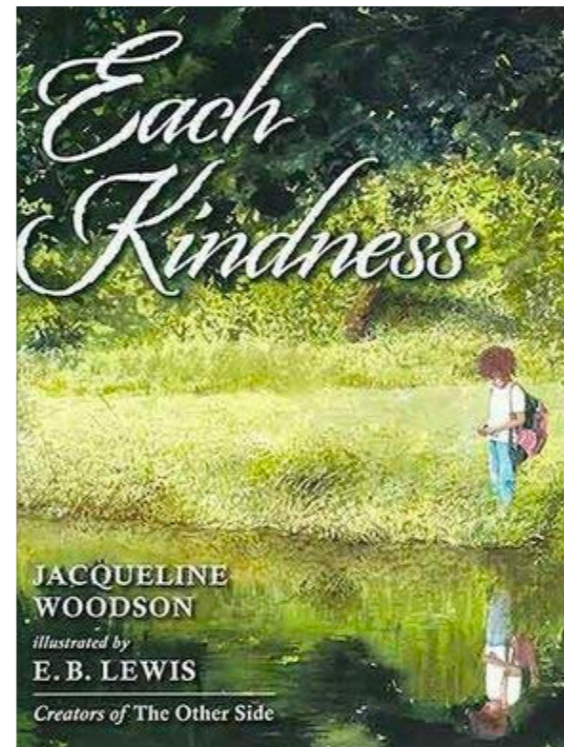
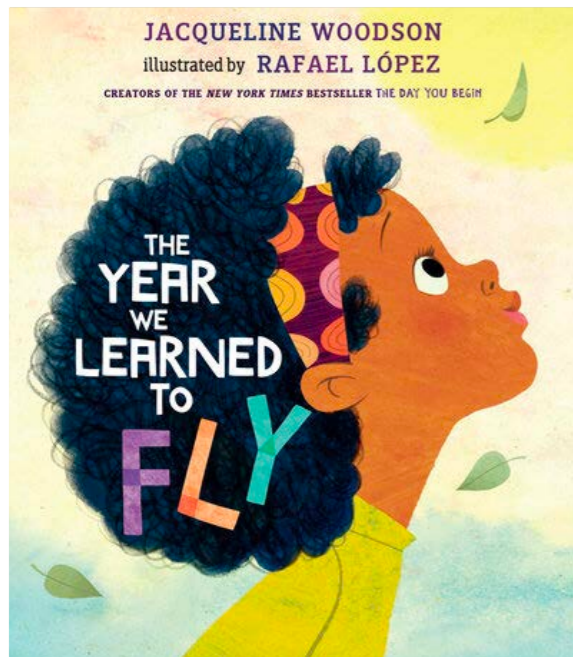
- * Creative people in all fields have mentors.
- * Students learn reading and writing are interconnected.
- * Mentor texts help you teach writing descriptively, instead of prescriptively.
- * Mentor texts help students teach themselves about writing.

The 'how' is
the craft of
writing.

What are you doing as a writer to make your writing better?

Craft Writing Unit - Author Study

Jacqueline Woodson



”If children are not spending a **significant** portion of their day **engaged in** (reading and writing) **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**.”

–from *Catching Readers Before They Fall*



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

The First Six Weeks of School – Denton & Kriete

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

Mindsets and Moves – Goldberg

Heggerty Phonemic Awareness Curriculum

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

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

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

Launching the Writing Workshop – Leograndis

Letter Lessons & First Words – Mesmer

Trusting Readers – Scoggin & Schneewind

UFLI Foundations Manual

Sources

Videos

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

[Balanced Literacy Diet – YouTube: Dramatic Vocabulary – Introducing Action Words](#)

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

[YouTube: Three Year Old Telling a Story](#)

[POPEY – Word Ladders](#)

Digital Resources

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

[BC Early Learning Framework](#)

[The Six Shifts – Burkins & Yates](#)

[Reading Rockets: What is the Alphabetic Principle?](#)

[Reading Rockets – Phonological and Phonemic Awareness: Introduction](#)

[Epic Books – I See Animals: Fish](#)

[Epic Books – The Upstream Journey of Salmon](#)

[Tim Rasinski's Word Ladders](#)



Provincial Outreach Program for the Early Years



Lisa Thomas

Program Manager &
Teacher Consultant

lisa@popey.ca



Jen Kelly

Teacher Consultant

jen@popey.ca

