



Provincial Outreach Program for the Early Years

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A Comprehensive Framework for High Impact Reading & Writing Instruction Session Two

December 13th

8:30am - 2:30pm

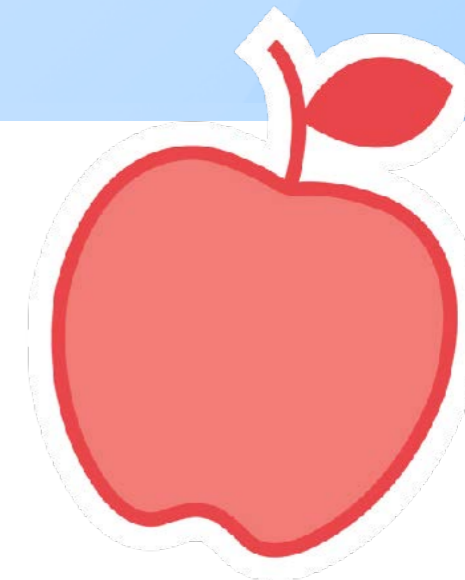
*Handouts available at – popey.ca/workshop-resources

Presenter:
Jen Kelly

Shape of the Day

- 8:30–10:15am
 - ✓ Check In
 - ✓ Assessment exercise
 - ✓ SD 73 Teaching Points document
 - ✓ Looking deeply at your own assessments
- 10:30–12:00pm
 - ✓ Phonics assessments
 - ✓ Differentiation activity
 - ✓ Removing barriers and planning for ALL
 - ✓ Text sets – whole class differentiation
 - ✓ Reading Conferences – individual differentiation
- 12:45–2:30pm
 - ✓ Sharing literacy station activities/ideas
 - ✓ Reflections, Connections, and Goal Setting – Collaboration & Planning

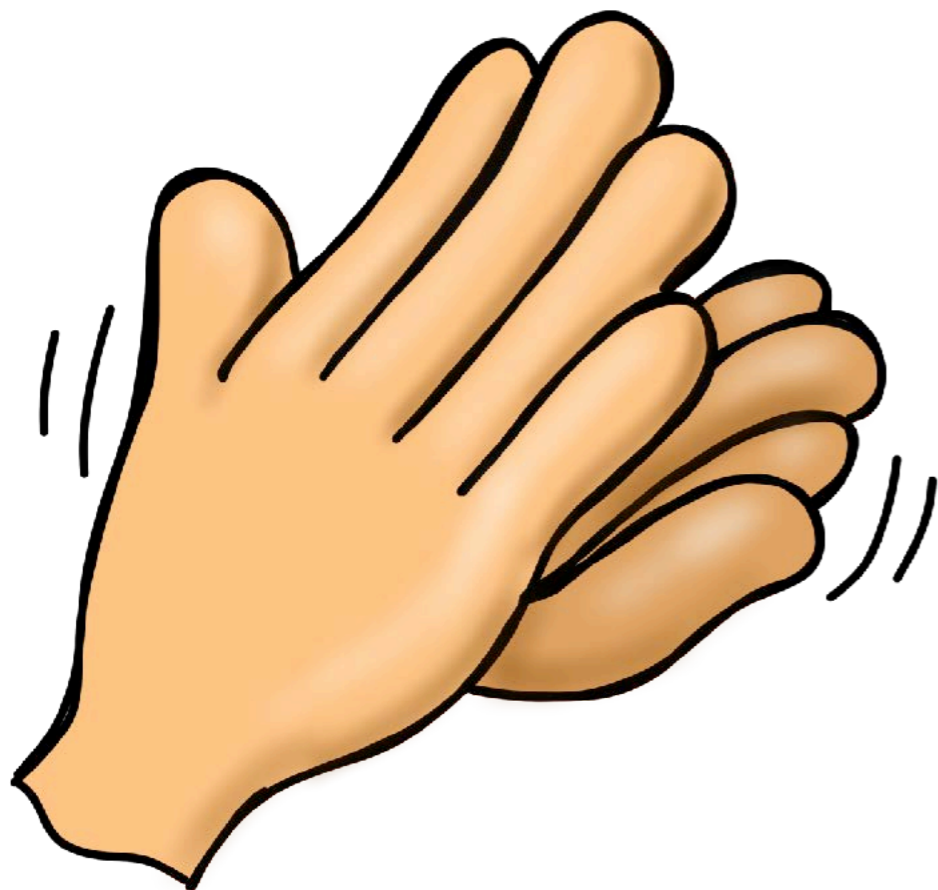
Check In



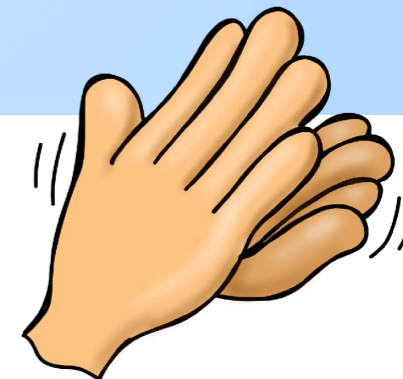
Tell someone from a different school...

- * What have you tried in your classroom since our last workshop?
- * What have you noticed about your students?
- * What are you still wondering about?

Assessment



Assessment



1. Have a clear learning destination
2. Use samples to understand quality and development over time
3. Participate in the co-construction of criteria
4. Involve students in feedback to feed their learning forward
5. Collect evidence of learning
6. Set goals for next steps
7. Have students communicate their learning to others

Seven actions in
the service of
assessment

Your SD73 Teaching Points Document

Teaching Points for Emergent Readers DRAFT SD73 Primary Reading Assessment (PRA), Levels 1-5

Based on the Instructional Focus, consider **Teaching Points** with Instructional Routines to foster literacy development. Use a Gradual Release of Responsibility model to move students towards independence (I DO, WE DO, YOU DO). See SD73 Optional Literacy Assessments to gather more information.

INSTRUCTIONAL FOCUS (PRA STEP 6)

Knowledge and Skills

Directly teach / model and allow practice time to

Apply concepts of print: book awareness



- hold the book the right way
- turn the pages from front to back
- recognize the front and back covers

Instructional Routines

- use picture books, decodable/levelled books, and big books
- model book awareness during shared and guided reading
- compose, illustrate, and read class books

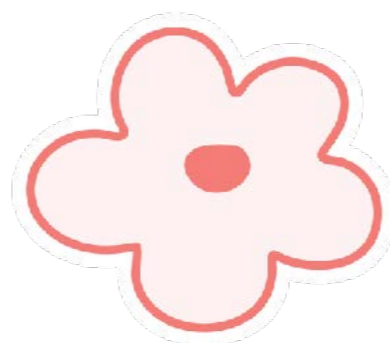
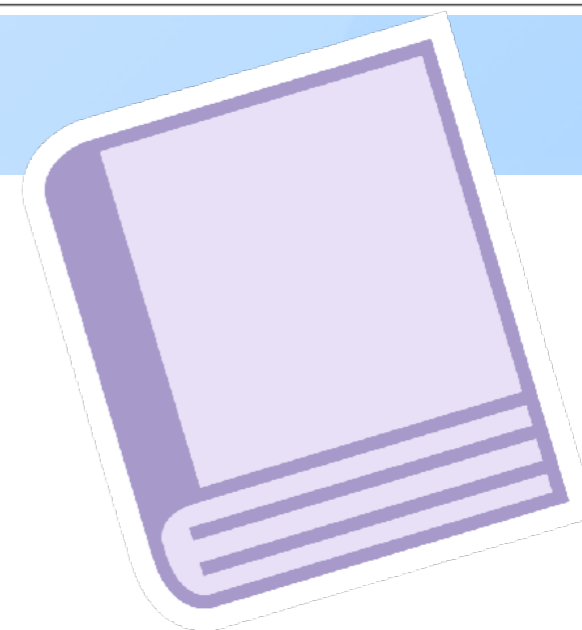
Your SD73 Teaching Points Document

1. Watch the video of a student being assessed with the Primary Reading Assessment.
2. While watching the video, everyone will complete a reading record for the assessment.
3. Let's discuss what we noticed.
4. As a group, we will go through the protocol and determine possible goals.
5. Go through the Teaching Points.
6. What teaching would we recommend the teacher focus on when conferring with the student in the video?

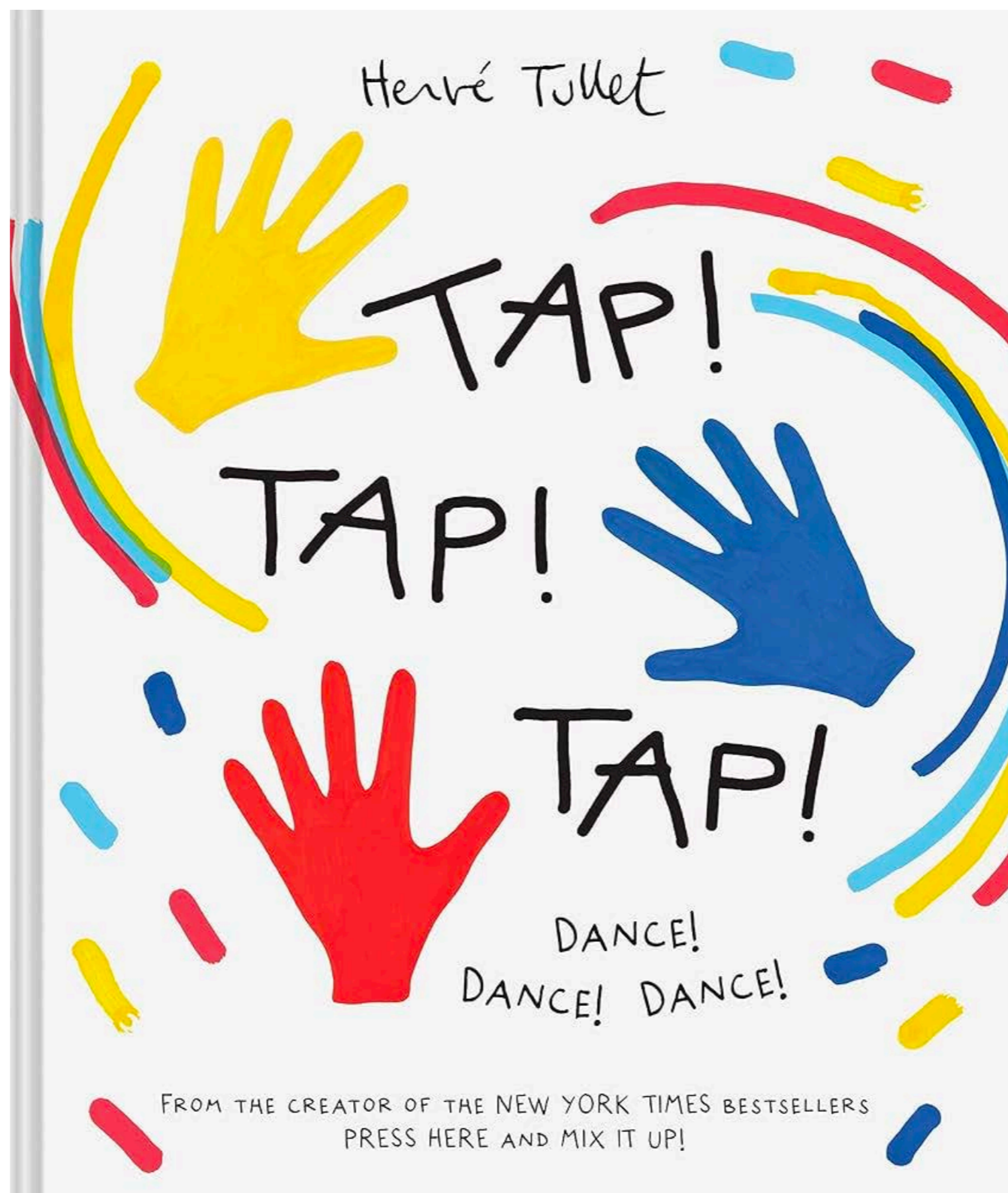
I think you are ready for...

Your Assessments

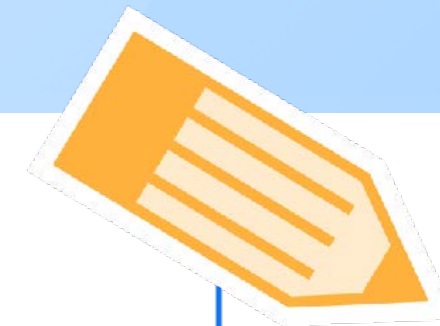
- * With a partner or group of 3, look at the assessment you brought today
- * What do you notice?
- * Analyze the reading records or your specific assessment
- * Connect to goals
- * What teaching points would you suggest?
Decide as a group.



A Grounding Book



Phonics Assessments



SD73 Phonics Assessment Class Summary

	Uppercase ABC Name	Uppercase ABC Sound	Lowercase ABC Name	Lowercase ABC Sound	CVC	Initial Digraphs	Blends	Consonant Digraphs	Silent E (CVC-e)	R-Controlled Vowels	Vowel Digraphs and Diphthongs	Prefixes and Suffixes	6 Syllable Types	3-Syllable Words	4-Syllable Words
Student Name	/26	/26	/26	/26	/25	/5	/30	/20	/20	/20	/30	/10	/10	/10	/10

Teams can look through the documents.
Questions? Thoughts? Wonderings?

What does this plant need to flourish?

- ✓ Your table group will need to do some thinking about what you already know about plants
- ✓ Your table group may want to do some research
 - ➔ Internet, collaborating with others, other resources



Soapberry



Licorice Fern



Blue Camas



Cat-tail

How will you determine what this plant needs to flourish?

Differentiation



A teacher who differentiates instruction...

- ✓ Creates an atmosphere that values students' unique qualities
- ✓ Uses on-going assessment to uncover students' learning needs
- ✓ Plans experiences that have important learning goals
- ✓ Presents varied approaches for students to learn
- ✓ Orchestrates fluid routines

“Who can argue with the premise that all learners learn better when they know themselves, respect themselves, are resilient, and embrace an inclusive classroom that values diversity?” Faye Brownlie

Removing the Barriers: Planning for ALL!



Differentiation with plants

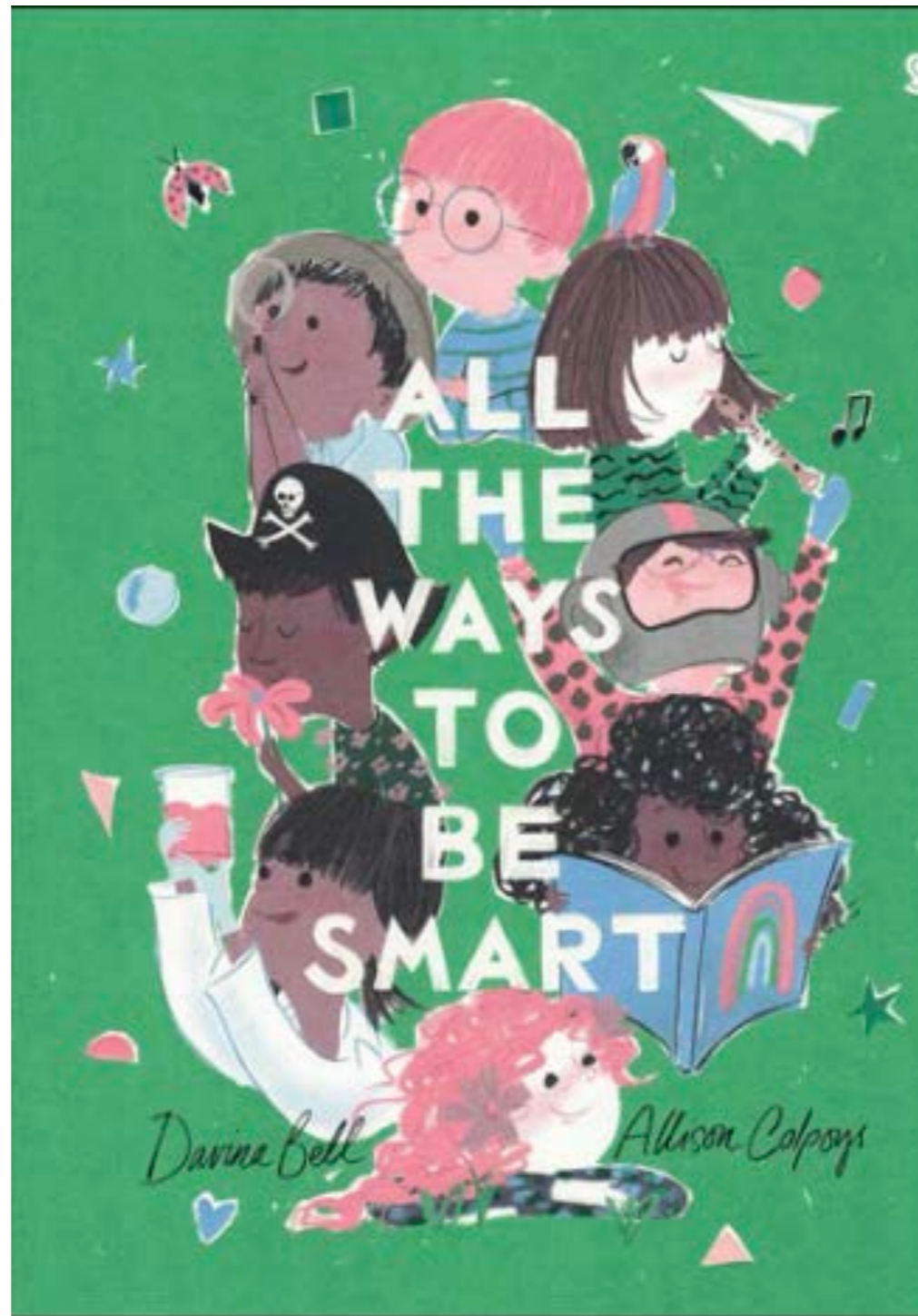


Let's consider our plants...

- ✓ We know that we have a diverse group of plants
 - ➔ Some plants are extremely durable in many different climates and environments, some plants need daily attention to thrive, etc.
- ✓ How can we support and develop ALL our plants and their ability to flourish?

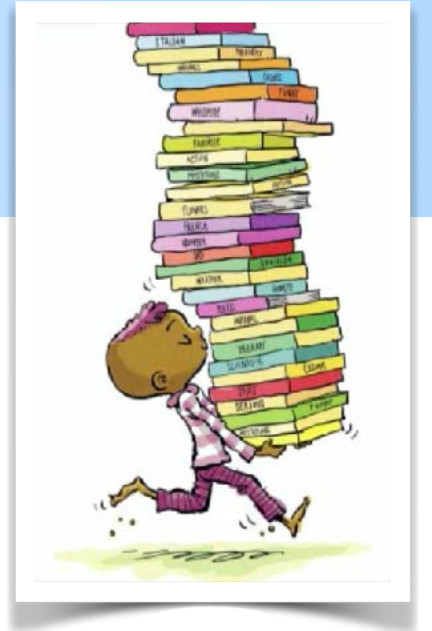


All the Ways to Be Smart



Text Sets

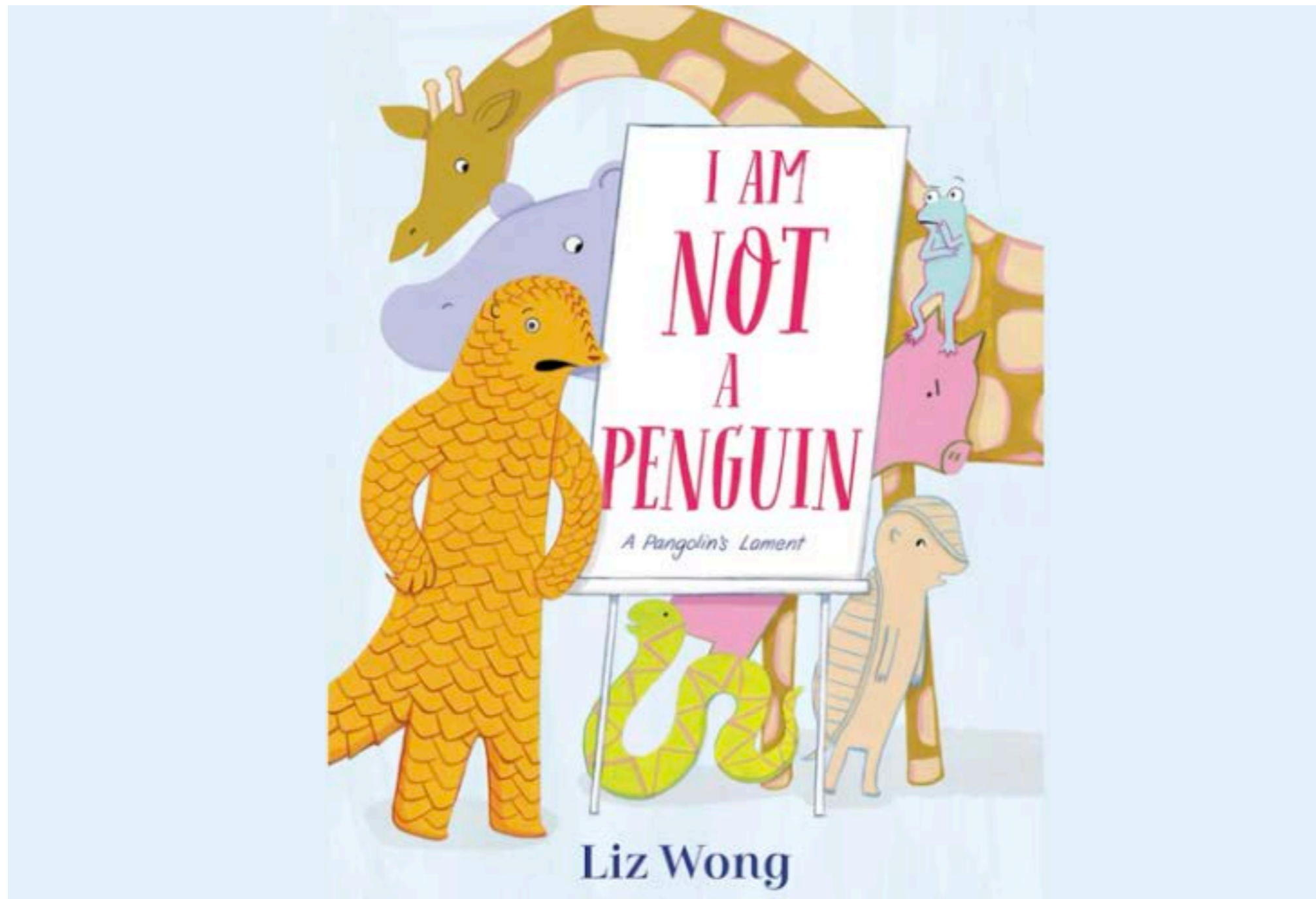
Text sets are built around a particular topic or theme and represent a range of text complexity



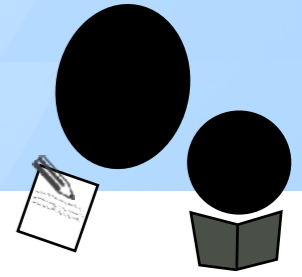
- * Multiple entry points
- * Expand vocabulary around key topic
- * Share knowledge among many different sources of information
- * Multiple sources to look for answers to questions
- * Students understand that there are multiple angles to consider
- * Conversation creates a community of curious learners

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

Information Source: Fiction Text Read-Aloud



Benefits of Reading Conferences



- * can see the rich **variety** of each student – honour & value where they are in their reading journey
- * you become a **researcher** – as you learn about each kid
- * opportunity to develop strong **relationships** while they get concentrated attention
- * opportunity to gather **information** & provide **support** in a variety of ways:
 - assessment
 - goal-setting
 - coaching
 - research
 - compliment

It's an opportunity for growth – for you & for your students

During Reading Conferences

students are:

- ▶ self-reflecting
- ▶ showing what they have learned
- ▶ asking for support
- ▶ practicing strategies



teachers are:



- ▶ offering new strategies
- ▶ supporting strategies still being practiced
- ▶ giving feedback
- ▶ coaching, guiding, complimenting

Reading Conferences

What conferring is...

- ✓ a conversation with a student
- ✓ a time to offer individualized support
- ✓ a time for students to do the work
- ✓ a time to guide & coach
- ✓ a time to teach the reader

What conferring is not...

- ✗ a pop quiz
- ✗ a time to reteach **everyone** the same lesson
- ✗ a time for teachers to do all the talking
- ✗ a time to do extensive modelling
- ✗ a time to teach the book

Compliment Conference



Research

Ask questions, look at text, have the student read aloud

Decide

Determine a strength and point it out to the student

Compliment

Offer a clear, explicit compliment

(what they did, why it's helpful, what they could continue doing...)

Nice fluent
reading.



can become...

Wow! You're reading sounds like you speak. That's very important because when you read smoothly, and with expression, you will understand what you are read even better. Keep doing that when you read, okay?

Goal Setting Conference

Guided Inquiry

Help the child name a goal by asking questions while looking at an example of their work

Teach

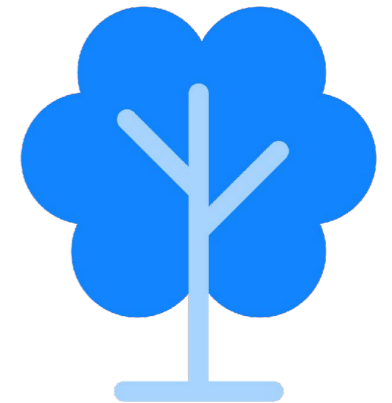
Offer the student a strategy to help them begin working on their goal

Coach

Provide feedback as the student practices

Link

Leave the student with a reminder of the goal and strategy



Sample Inquiry Questions:

- * What do you notice about your work?
- * Can you think of ways you might improve it?
- * When you look at your work, what do you find you struggle with?
- * What will make the biggest difference for you as a reader?
- * What is some new work you are thinking of taking on?
- * One thing I notice is... what are your thoughts?

Coaching Conference



Teach

Remind the student of their goal. Offer a strategy (perhaps model)

Coach/Active Involvement

Have the student practice the strategy. Use prompts to coach.

Link

Repeat the strategy and explain your expectations for the student to practice independently.

Strategy:

“Look at the picture. Now look at the caption. Explain what is happening in the picture by looking closely at it.”

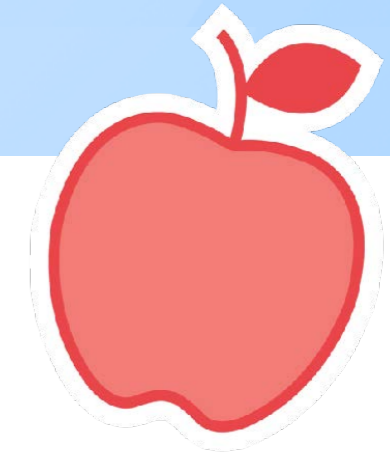


Prompts:

“What are you thinking about what the caption said?”



Research-Decide-Teach Conference



Research

Ask questions, look at writing, have the student read

Decide

Determine a strength and a possibility for teaching (ideally they are aligned)

Compliment

Offer a clear, explicit compliment

Teach

Offer a strategy

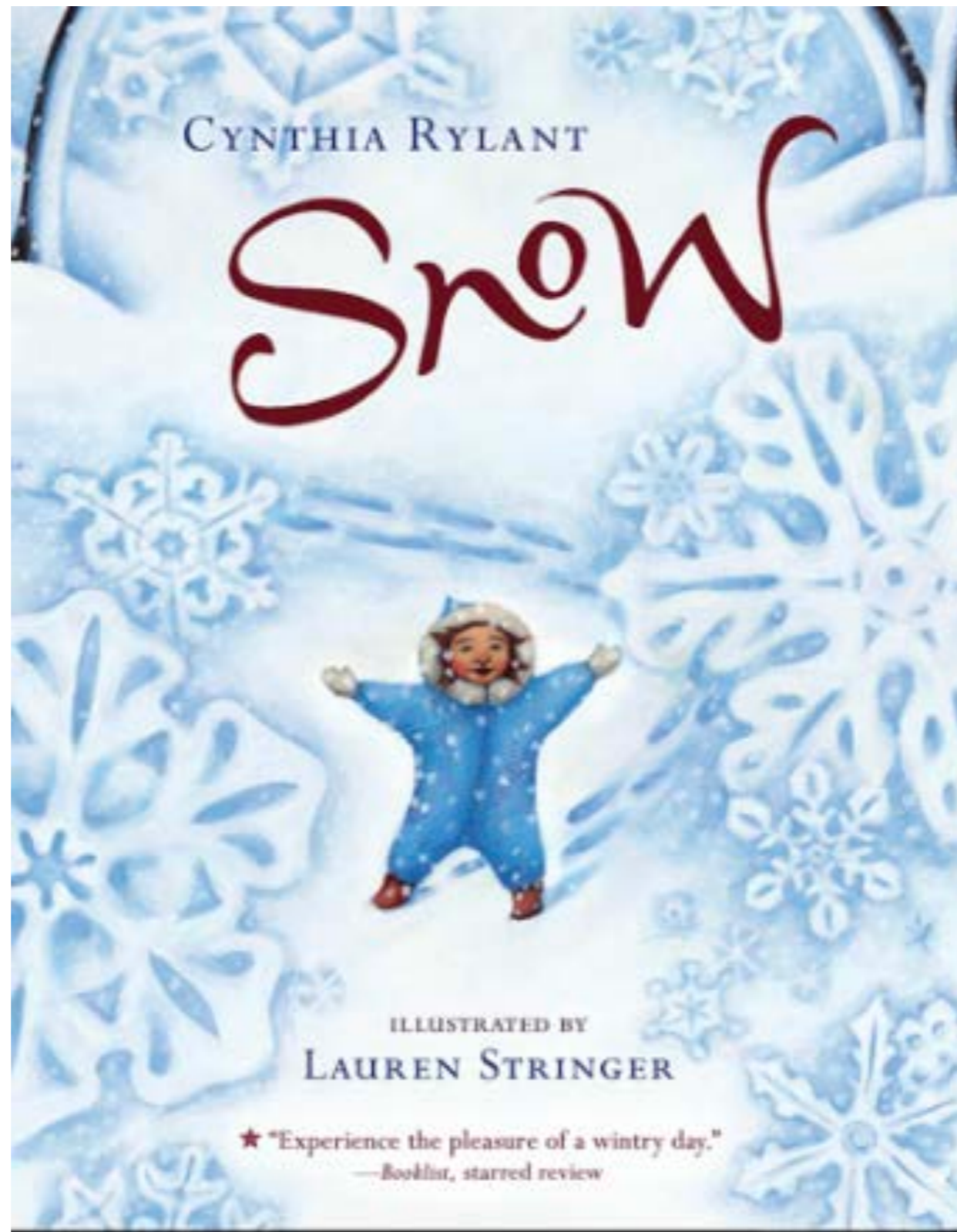
Coach/Active Involvement

Give feedback as the student practices

Link

Repeat the strategy and explain your expectations for what the student will do independently

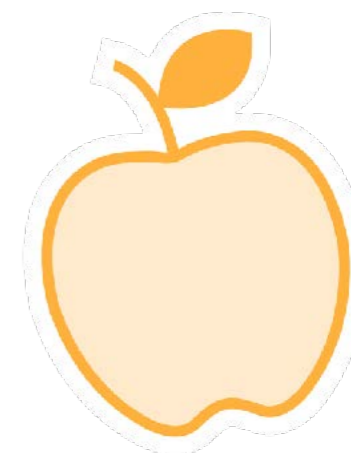
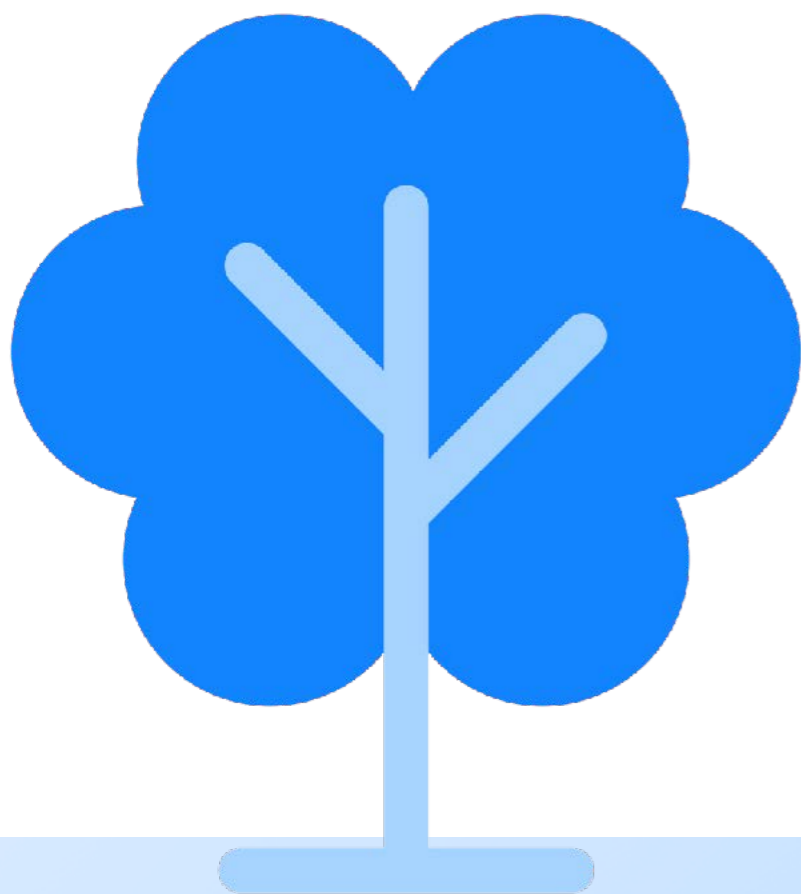
Snow



Literacy Stations

Please share your literacy station or activity ideas with the rest of us...

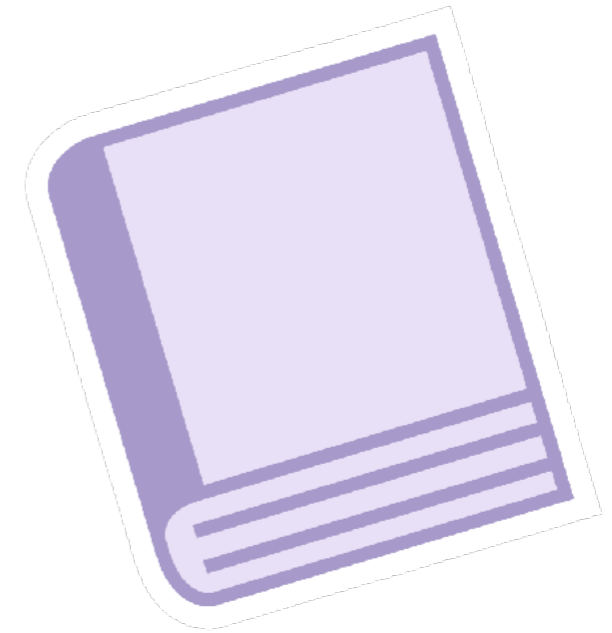
We learn best when we learn from each other!



Reflecting on Today's Learning

Resources, research & activities shared today:

- ✓ The importance of assessment – clapping exercise
- ✓ Teaching points connecting to goals
- ✓ Primary Reading Assessment
- ✓ Analysis of reading records or other assessments
- ✓ The importance of differentiation – PLANTS!
- ✓ Text sets – whole class differentiation
- ✓ Reading Conferences
- ✓ Literacy Station Activities/Ideas



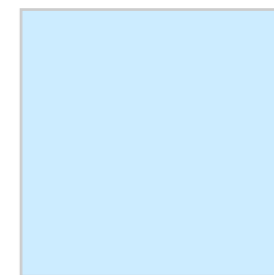
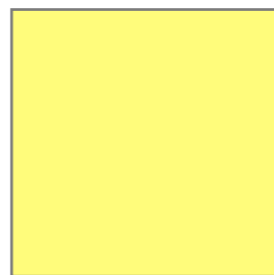
Connections & Next Steps

Reflect on the activities & resources shared today:

- * What is jumping out at you?
- * Find a colleague in the room that will be your accountability partner 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?

Write it on a post-it
as your Exit Ticket



Sources

Books

Differentiation in the Elementary Grades – Doubet & Hockett

Shifting the Balance – Burkins & Yates, A Teacher's Guide to Development Across the Day – Wright

A Teacher's Guide to Reading Conferences – Serravallo

Conferring with Readers – Serravallo & Goldberg

Videos & Online Resources

[Connect 2 Learning](#)

[Five Moore Minutes – Moore](#)

[Pangolins](#)

[Diagram of Pangolin](#)

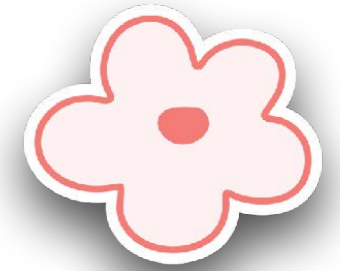
[Epic](#)

[Jennifer Serravallo – Compliment Conference](#)

[Jennifer Serravallo – Coaching Conference](#)



Provincial Outreach Program for the Early Years



Lisa Thomas

Program Manager &
Teacher Consultant

lisa@popey.ca



Jen Kelly

Teacher Consultant

jen@popey.ca

