



Provincial Outreach Program for the Early Years

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Part 1 Building a Successful Primary Classroom: Proven Strategies for Primary Reading

Friday, February 9th

9:00am - 3:00

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

Connect with us online!



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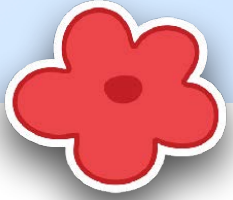


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Presenter:

Jen Kelly

POPEY



Our learning objectives

In this workshop, we will simulate a dynamic and interactive primary literacy block that includes:

- interconnected comprehensive experiences, with a focus on reading
- demonstration/mini-lessons within a workshop format that provides scaffolded supports for small group work and independent practice

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...

Learning to buckle yourself in...



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?

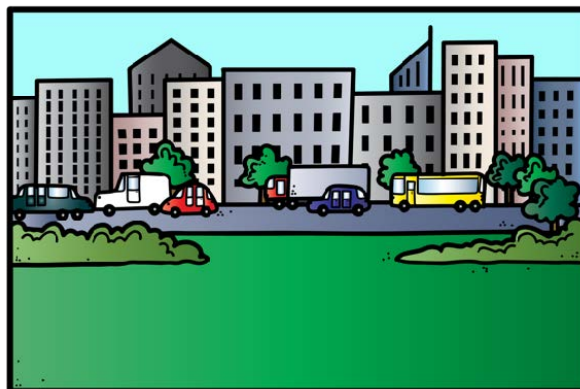
Visual Metaphor

Processes
Sounds

Sound City

Memories

Meaning Mountain



Recognizes objects
& faces

Visual Village



Visual Metaphor - when born



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

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

Possible Literacy Block Schedule



90 minute Literacy Block

- ✓ 9:00 – Morning Meeting (message, play with names, giant flashcards, word ladder, orthographic mapping)
- ✓ 9:20 – Read Aloud with discussion activity
- ✓ 9:45 – Mini lesson (vocabulary)
- ✓ 10:00 – Workshop (independent reading, conferring, small group work)
- ✓ 10:30 – Recess

Sprinkle literacy activities throughout the day

Elements of a Comprehensive Literacy Block

Whole class instruction – what's our purpose?

- ✓ intentional and thoughtful **conversation** to support language development
- ✓ **direct instruction** – mini-lessons to model what good word solvers, readers, and writers **think and do** – students observe the reading/writing process
- ✓ building **community**, connection, trust, safety, belonging
- ✓ building students' **identities** as readers and **writers**
- ✓ connecting students to the **joy of stories** and texts through **interactive read alouds**
- ✓ making the **connections** between thinking, talking, reading, and writing **explicit** and meaningful
- ✓ equip students with an **expanding toolkit of word solving strategies** they can use independently in their reading and writing experiences

Full teacher support: I do, you watch

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Elements of a Comprehensive Literacy Block

Small group work – what's our purpose?

- ✓ teacher acting as **coach** or **guide** for students as they **practice** new literacy skills
- ✓ teacher can have **quick** and **informal** reading and writing **conferences** with students within the group
- ✓ **socially supported** activities, as students **practice** their literacy skills with a small group of peers
- ✓ students **participate** in **group** reading and writing **problem solving** and **conversations**
- ✓ students participate in **enjoyable literacy experiences** and **build their confidence** interacting with texts
- ✓ students **develop the strategies** needed to be **successful** readers and writers

Some teacher support: We do together

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Elements of a Comprehensive Literacy Block

Independent reading, writing, word solving

– what's our purpose?

- ✓ students **choose** texts, topics and stories to **read** and **write** about
- ✓ **read and write by themselves** or with a **partner**
- ✓ have the **time** to **practice** the literacy skills they've been taught

- ✓ develop **fluency**, **comprehension**, and **writing skills**
- ✓ use **known words** and **word solving skills** to write unknown words
- ✓ use **resources in the room** to help them write

- ✓ **understanding** the **power** of reading and writing to **share stories** and **ideas** with each other
- ✓ **enjoy** reading and writing on their own
- ✓ strengthen their **identity** as a reader and a writer

Minimal teacher support: You do

Comprehensive & Connected Literacy Experiences

WHOLE CLASS

Thinking

GUIDED & SMALL GROUP



Talking



Reading

PARTNER WORK



Writing

INDEPENDENT PRACTICE

The Morning Meeting



- * helps children feel **welcome**
- * sets the **tone** for the day
- * creates a climate of **trust**
- * increases student **confidence** and **investment** in learning
- * provides a meaningful **context** for **teaching & practicing** academic skills
- * encourages **cooperation, inclusion**
- * improves children's **communication** skills
- * room for great **variation** from day to day, within a very **predictable format**

The Morning Meeting Format

- * **Greeting** - children greet each other (handshakes, high fives, clapping, singing, etc.)
- * **Sharing** - students share some news of interest and respond to each other (e.g. what is your Halloween costume this year?)
- * **Group Activity** - whole class does a short activity together, building class cohesion through active participation (Name Game, Word Sort, I Spy...)
- * **News & Announcements** - students develop language skills and learn about the events in the day ahead by reading/discussing a daily message posted by their teacher (doubles as reading/writing instruction)

Circle time to foster oral language development



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.

Name and word sorts

Using these names, how could you sort or group them together?

-syllables, beginning sounds, ending sounds/letters, short/long vowels, vowel teams, etc.

Amanda

Kathleen

Pauline

Carrie

Lily

Bonnie

Sarah

Priyanka

Laura

Manpreet

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

Morning Message

G__d m_rn_ng cl_ss!

We are go_ng t_ r__d the
b__k,

Ten Beautiful Things. Th_n, we
w_ll g_ outs_de and find s_me
beautiful things.

Fr_m,

Mrs. Kelly

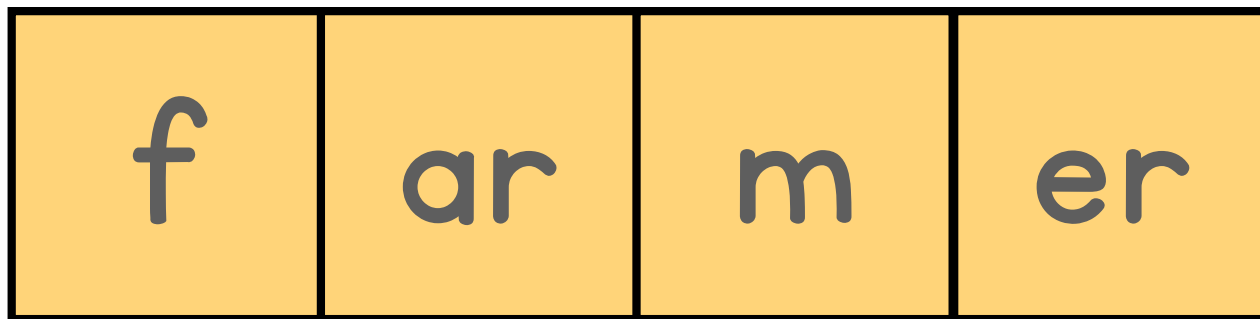
Using Elkonin boxes to Teach Orthographic Mapping

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



Segmenting CVC Words Using Toy Cars/Elkonin Boxes

Park Those Sounds!

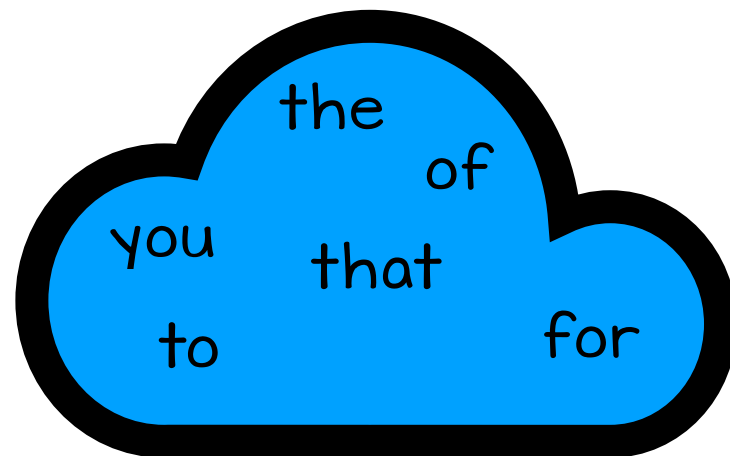


www.LitDiet.org

High Frequency Words

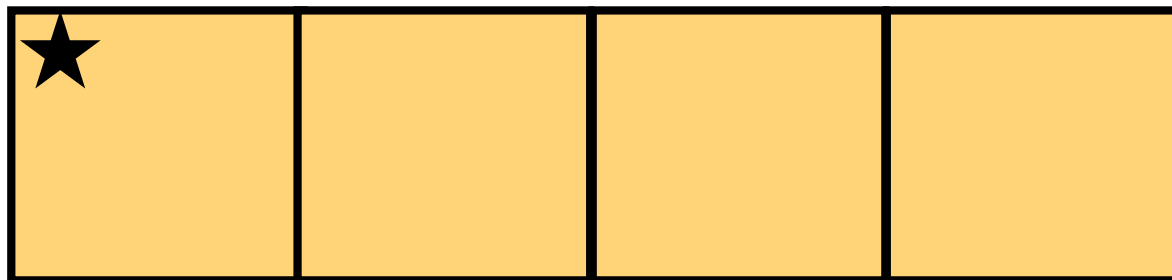
Prioritize which high frequency words you explicitly teach...

	Low Frequency	High Frequency
Regular	quake	went
Irregular	choir	was



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

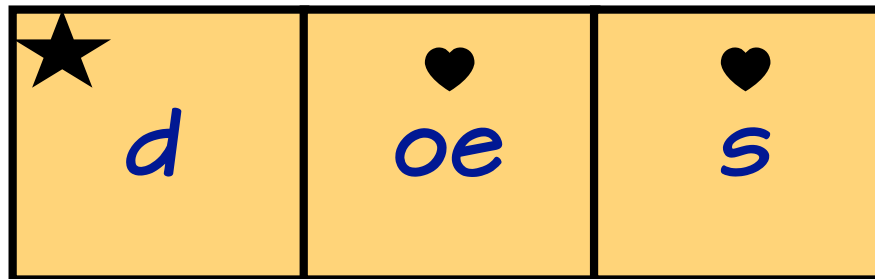


Orthographic Mapping

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.

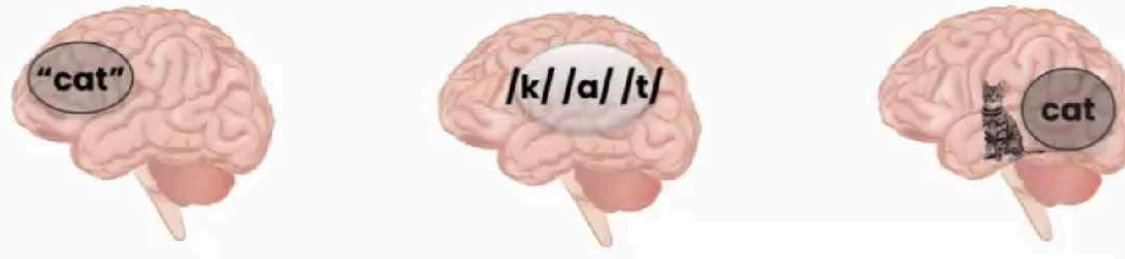
Let's explore an orthographic mapping routine for the word

does



Orthographic Mapping

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



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

High Frequency Power Words

109 words comprise 50% of the words found in children's texts

*the	*for	from	were	do	some
*of	*was	I	when	will	so
*and	on	have	we	each	these
*a	are	or	there	about	would
*to	as	by	can	how	other
*in	with	one	an	up	into
*is	his	had	your	out	has
*you	they	not	which	them	more
*that	at	but	their	then	her
*it	be	what	said	she	two
*he	this	all	if	many	like

* Words 1-13 make up 25% of the words in children's texts

High Frequency Power Words

109 words comprise 50% of the words found in children's texts

him	its	only	after	back
see	who	way	words	much
time	now	find	called	before
could	people	use	just	go
no	my	may	where	good
make	made	water	most	new
than	over	long	know	write
first	did	little	get	
been	down	very	through	

More Advanced Language Comprehension

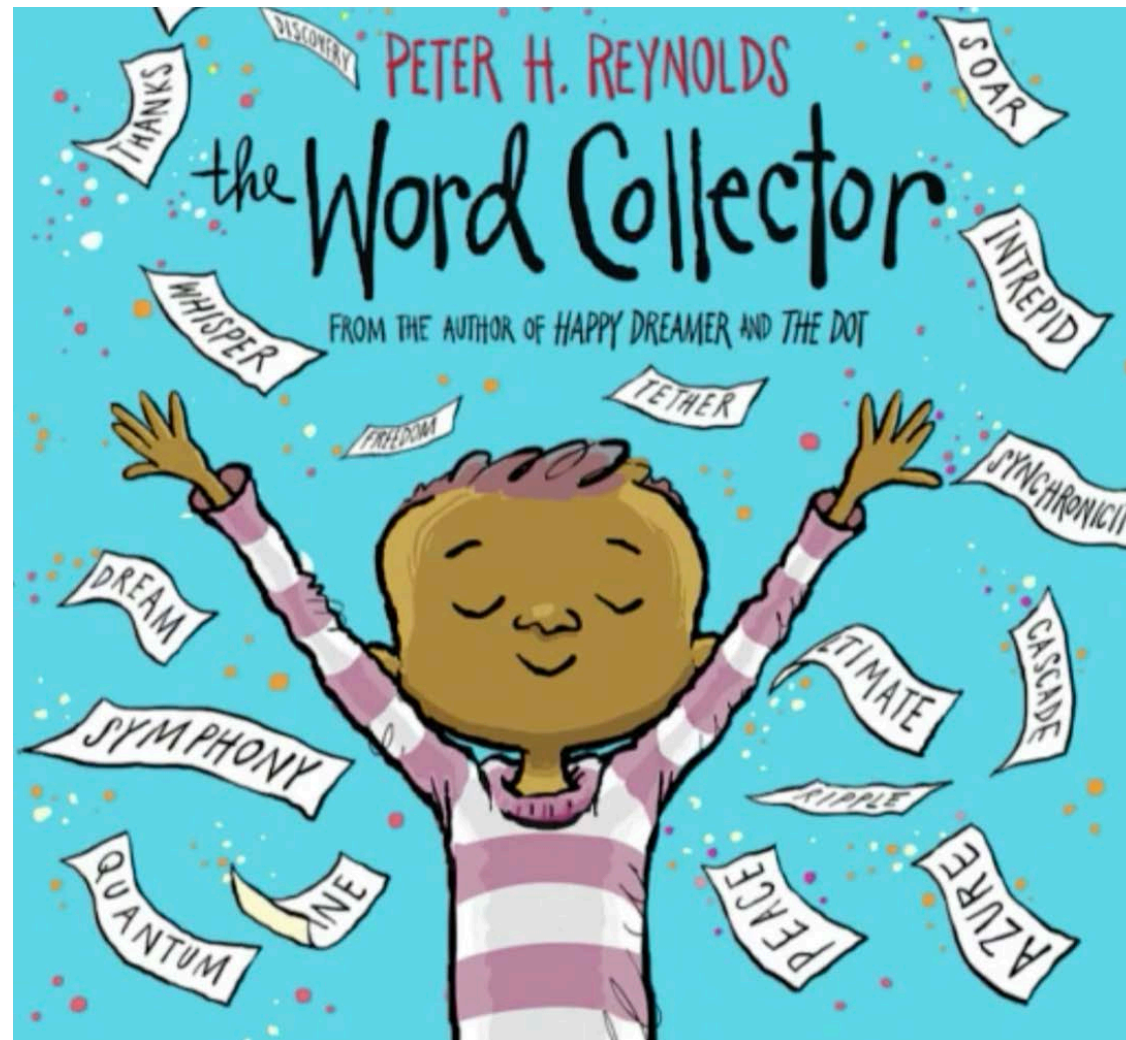
Common Prefixes and Suffixes we can **explicitly** teach:

Prefix	% of words	Meaning	Examples
un-	26%	not, opposite of	unaware, unsure
re-	14%	again	redo, replay
im-, in-, il-, ir-	11%	not	impossible, illogical

Suffix	% of words	Part of Speech	Examples
-s,-es	31%	plural of noun	cats, boxes
-ed	20%	past tense of verb	sailed
-ing	14%	progressive tense of verb	jumping, racing

Look what knowledge students can gain from these explicit lessons!

The transformative power of language and words





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

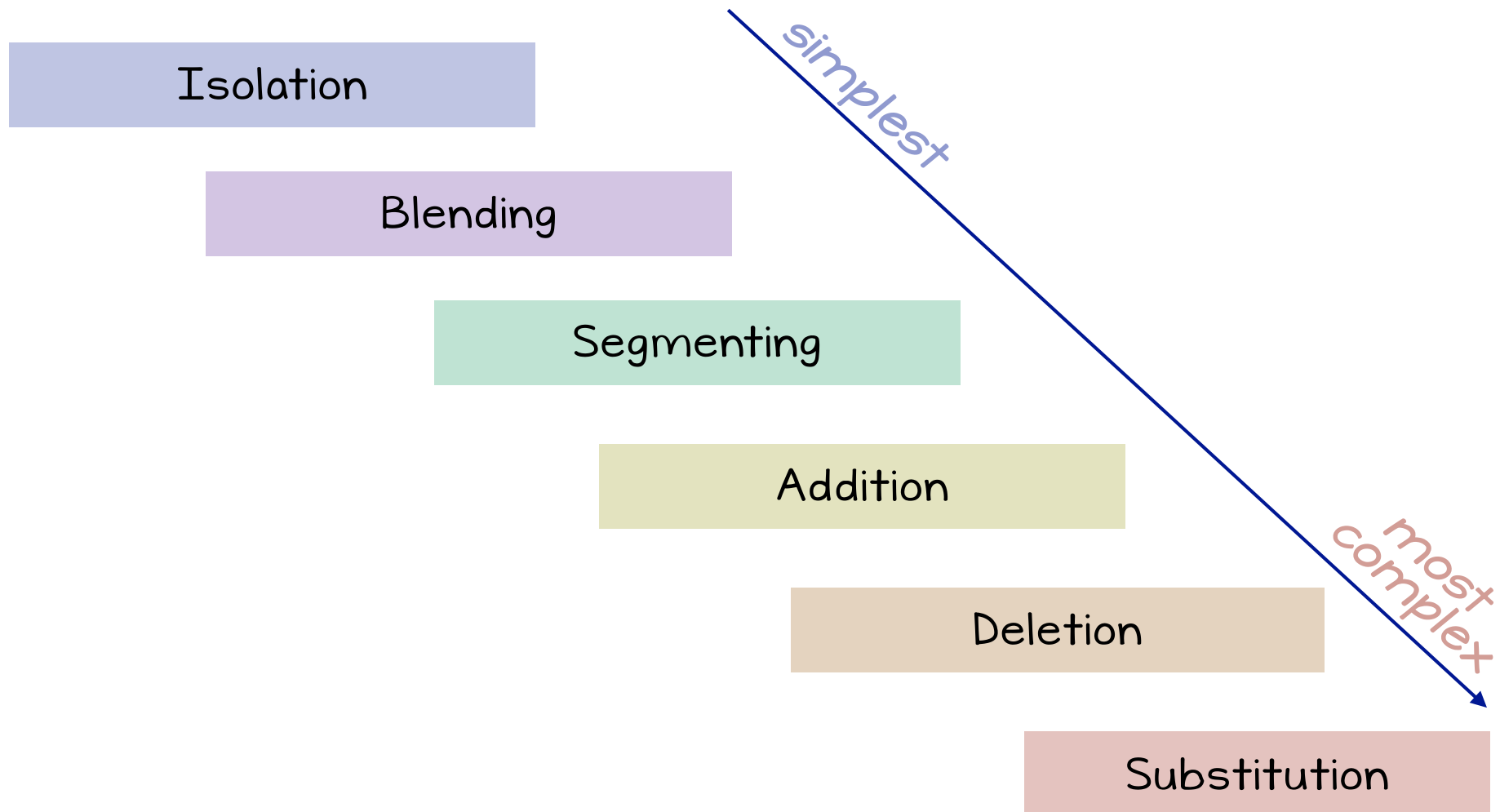
Alphabetic Principle

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



A scope and sequence for phonemic awareness

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



Whole Class Instruction

One minute direct instruction lesson

Rhyme Repetition

T says word pair,
Students repeat:

Examples:

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

Blending Phonemes

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

Examples:

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

Segmenting Phonemes

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

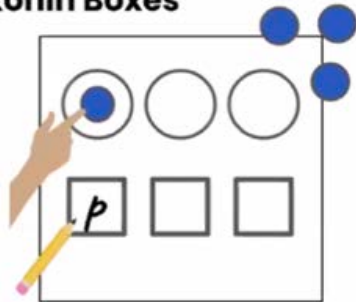
Examples:

hop
run
map
play
slug
grab

Small Group Supports for Phonemic Awareness

Manipulatives to support phonemic awareness & orthographic mapping

Elkonin Boxes

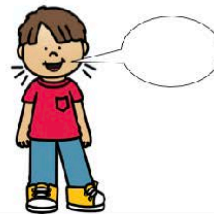


Tip: Mix it up and use play-doh balls, pompoms, little toys, or paint stampers to represent the sound!



c / a / t

Say it



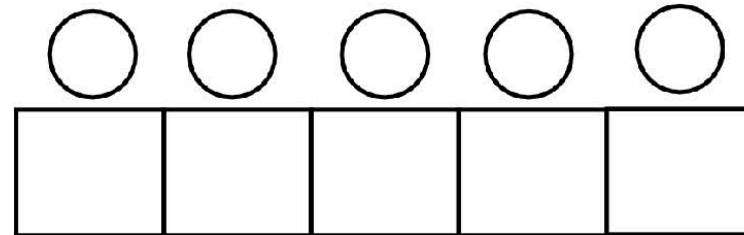
Connect to Meaning



Stretch it



Tap it



Write it

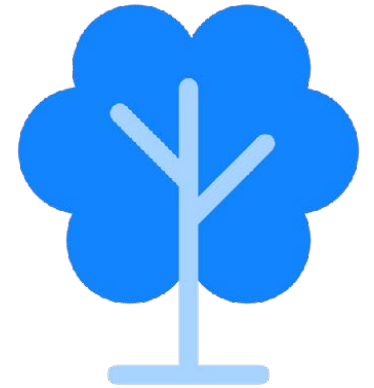
Check it!



Practicing Phonemic Awareness throughout the day

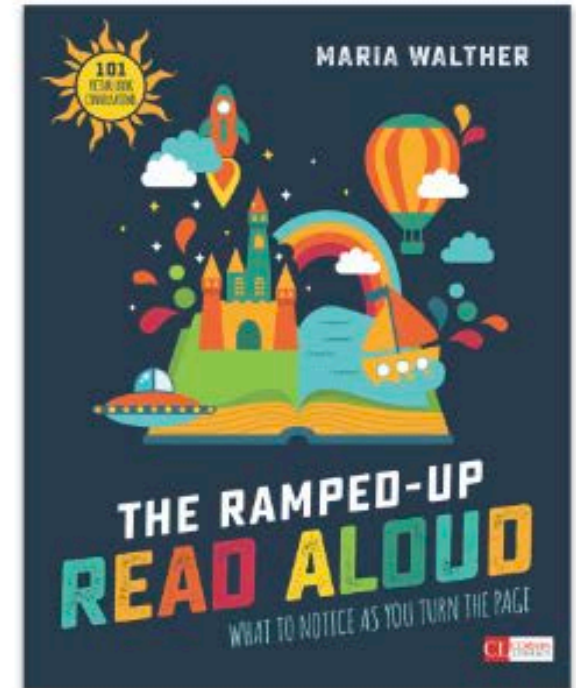
Make use of transition times and existing routines...

- ▶ 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



What Is a Read-Aloud Experience?

A learning event where you joyfully celebrate a text and demonstrate skilled, expressive reading by **reading to** your students while they listen, notice, and wonder. During a read-aloud experience, you typically have the text in your hands. As you are reading, you might pause and pose questions that **engage students in collaborative conversations** to help them uncover the meaning and/or message of the text.



Compelling Reasons to Read Aloud

Promotes reading

Fosters a strong sense of community

Celebrates the written word

Expands vocabulary

Showcases a proficient reading strategy use

Supports budding writers

Sparks collaborative conversations

Encourages perspective taking & empathy

Opens windows to other worlds

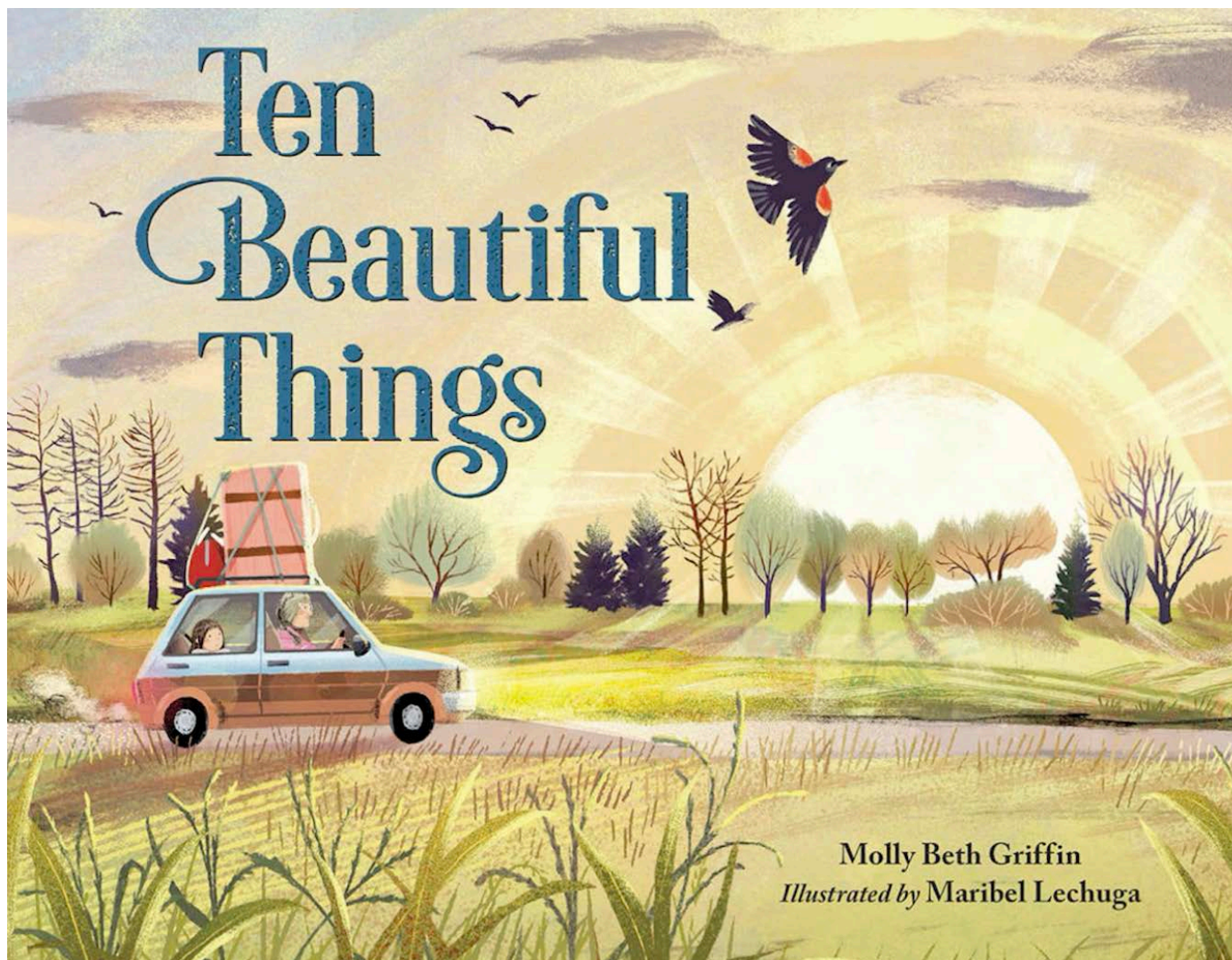
Connecting Our Literacy Learning to the Land



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

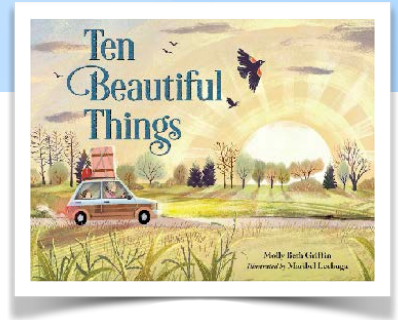
Children develop a sense of place when they connect with their local communities and outdoor environment. Early learning is “of a place” when children and educators engage with local histories with respectful curiosity and a desire to contribute and share. Indigenous peoples have been the knowledge keepers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

Read Aloud - Ten Beautiful Things



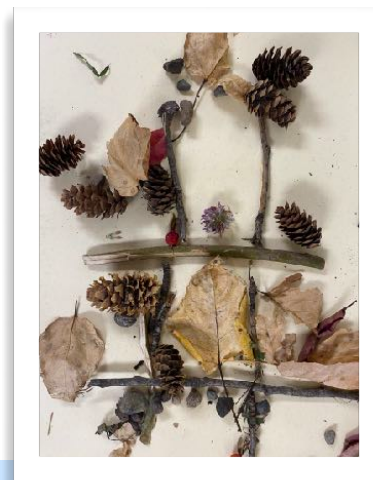
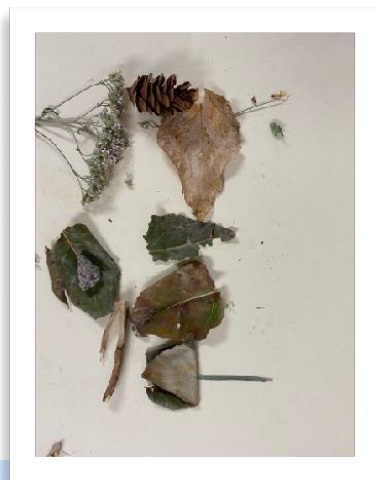
Start thinking about all the beautiful things around you...

Connecting Stories to Our Environment

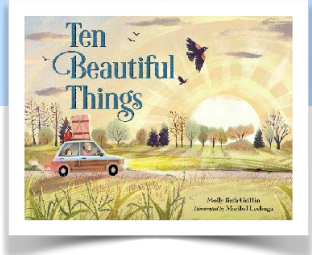


Consider the 10 beautiful things Lily and her Gram found on their journey...

- * Take 10 minutes 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 the room 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 with your table group

Connecting

–Describe a connection or gratitude for someone else's share:

–e.g. "Rachel, that maple tree changing colour sounds beautiful.

My grandparents had a giant red maple in their front yard."

Adapted SMALL GROUP – Thinking/Talking/Writing about Reading

Shared Reading

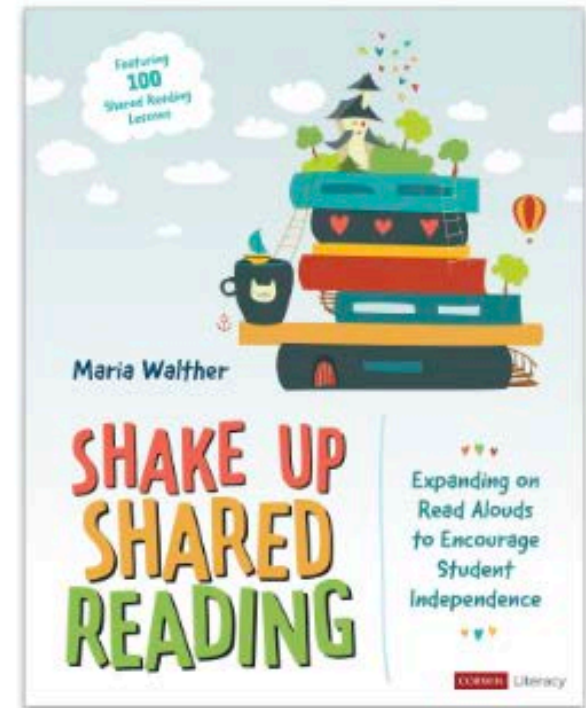
”Shared reading enables all children, regardless of their reading levels, to have enjoyable literacy opportunities every day.” –

Irene C. Fountas and Gay Su Pinnell

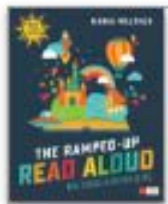


What Is a Shared Reading Interaction?

A learning event where you **collaborate** with your students to **reread and study** key pages or **parts of a familiar text**. During a shared reading interaction, the text is projected large enough for all learners to see. Together, you and your students **investigate** the text to bring a transferable **literacy skill or strategy** to light—a **behavior** learners can **approximate** and apply as they read and write.



What's the Difference?



Read-Aloud Experiences

Teacher reading the text **to** the students

Typically a whole-group learning event

Teacher engages students in **collaborative conversations** that dig into complex ideas, social-emotional learning competencies, higher-level comprehension, and, when applicable, foundational reading skills.



Shared Reading Interactions

Teacher and students reading and rereading a text **together**

Can occur in the whole group or in small groups

Teacher stops at pre-planned key parts or pages to engage students in **applying strategic moves** to strengthen foundational reading skills (phonological awareness, letter-sound knowledge, decoding, word recognition, vocabulary, fluency and comprehension).

The Importance of Shared Reading

Shared reading is an effective way for the teacher to demonstrate reading strategies and behaviours in continuous text.

- ✓ expand vocabulary
- ✓ read fluently, with expression and confidence
- ✓ promote pleasure and enjoyment with texts
- ✓ demonstrate decoding and comprehension strategies
- ✓ demonstrate concepts of print such as left to right, return sweep, top to bottom, left page before right page
- ✓ demonstrate how to use information/cues to assist reading
- ✓ teach phonics and phonemic awareness

Shared Reading

- ✓ Initially the teacher does **most** of the reading, with a focus on **meaning** and **enjoyment**.
- ✓ The text level is usually **beyond** what students can read by themselves.
- ✓ Once **understanding** is established, the teacher can reread the text to **explicitly demonstrate** reading strategies and engage in **problem solving**.
- ✓ As students become **more familiar** with the text during rereading, they will **join in**.



Repeated Shared Reading

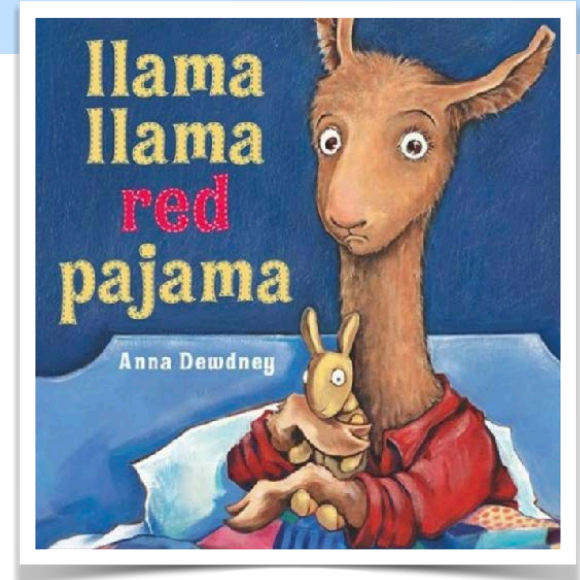
Purpose & Benefits:

The teacher's fluent voice

- ▶ Students chime in a bit

Re-read books multiple times

- ▶ More students chime in each time
 - * You accumulate more readers every read
 - * This improves students' reading comprehension



Focuses

- ▶ Comprehension, fluency, vocabulary, reading processes
- ▶ Look closely at the words on the page

get more complex texts into students' lives and into their brains

Repeated Shared Reading

Day 1 – Focus: warm up & introduction of book

- ▶ students enjoy the book and understand the meaning of the text

Day 2 – Focus: students join in with the teacher on repetitive/rhyming parts

- ▶ blue boots, red boots, stomp, romp...

Day 3 – Focus: word study or vocabulary – decide if you'll highlight:

- ▶ Snap words or a phonics principle (e.g. blends, digraphs)
 - * *I Spy the "st" sound – do you see it on this page? or*
 - * *Identify and generate examples of onset and rime*

Day 4 – Focus: fluency practice

- ▶ Focus on scooping up words, expression, pacing, phrasing
 - * *Lets read with a just-right pace*

Day 5 – Focus: putting it all together – orchestration of all skills

- ▶ Comprehension, celebration, readers' theatre
 - * *Remember, you are all readers, and readers have big jobs!*

Why is Shared Reading Important?

As an instructional context, shared reading:

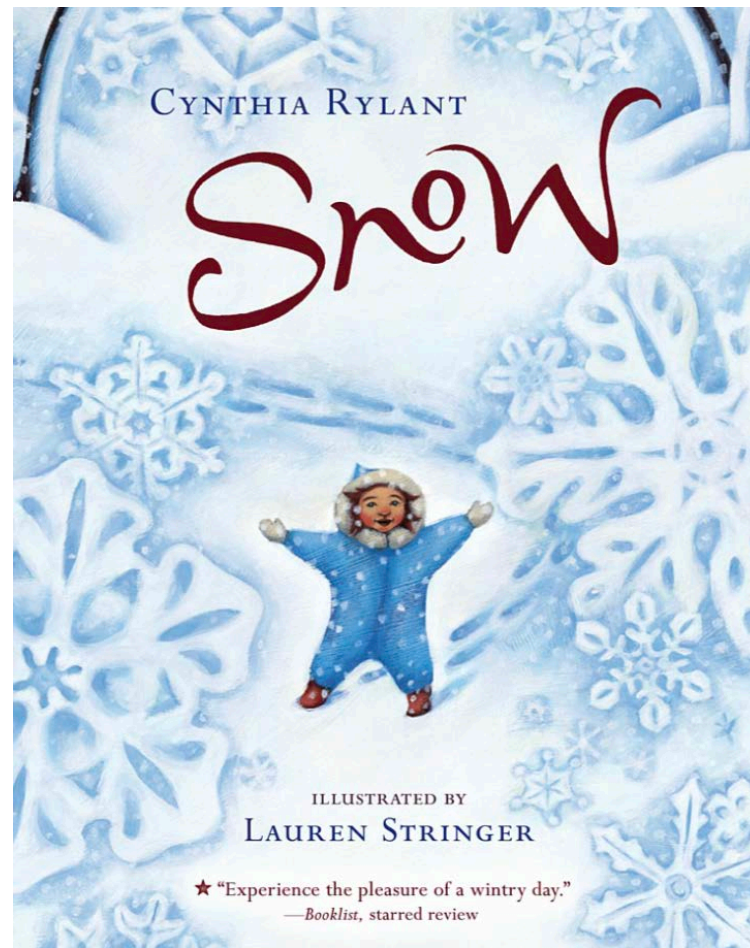
- ✓ Provides enjoyable, successful experiences with print for all students
- ✓ Promotes the development of all aspects of the reading process
- ✓ Builds language skills and enhances vocabulary
- ✓ Provides opportunities to engage in expressive, meaningful, fluent reading
- ✓ Builds understanding of various types of texts, formats, and language structures
- ✓ Builds a community of readers

Skilled Comprehenders Use These Strategies

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

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

Snow

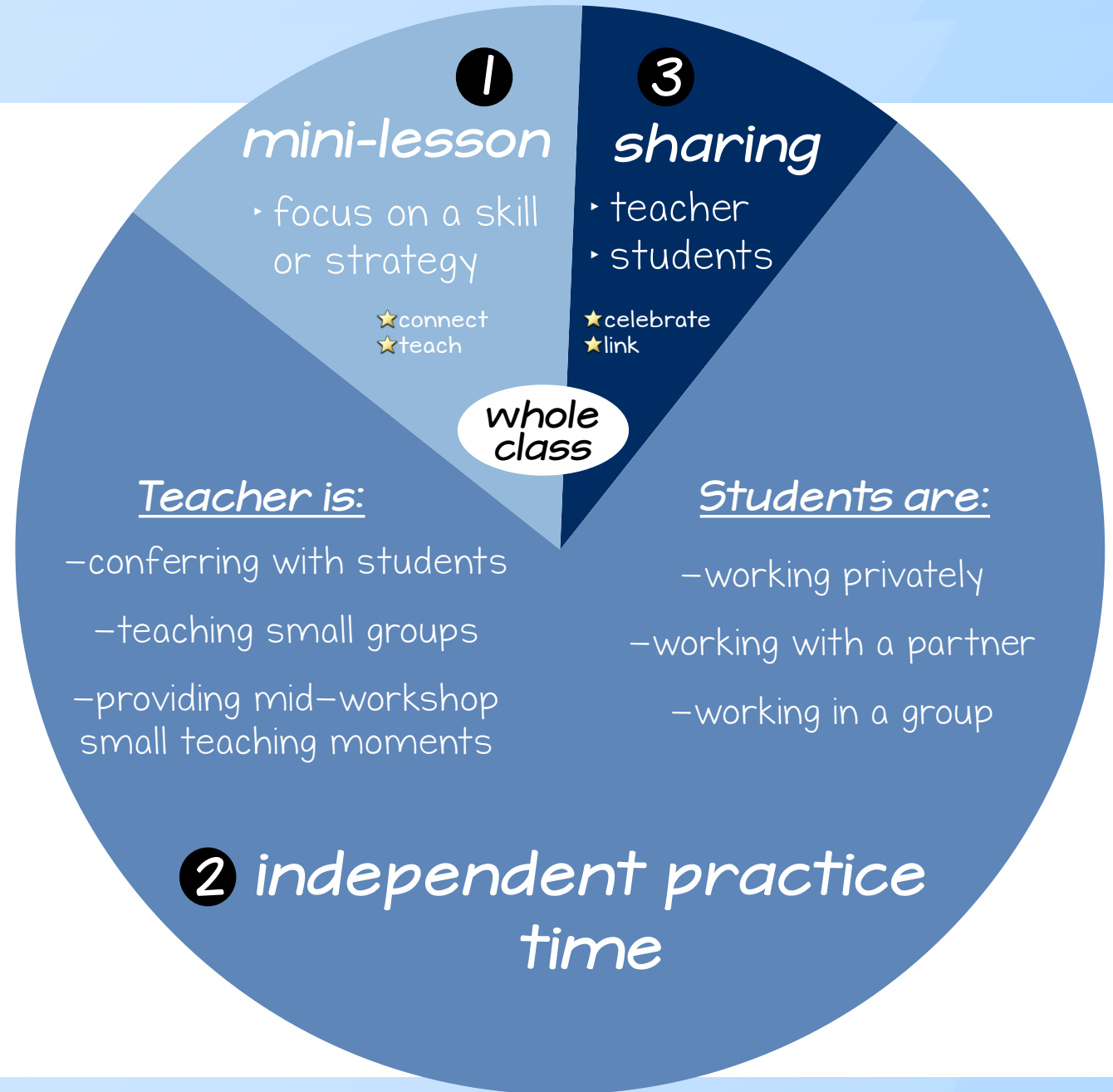


Workshop Flow

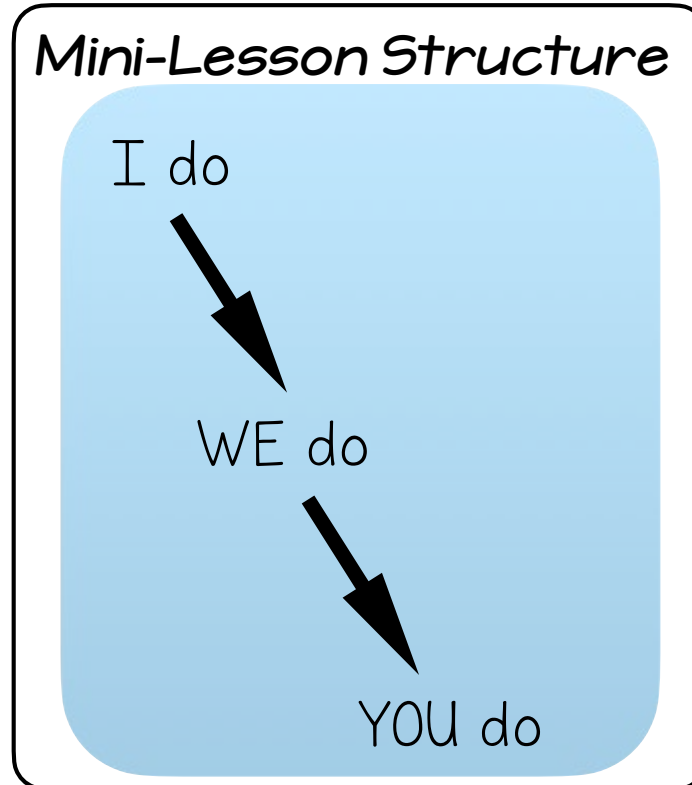
Mini-Lesson:
<10 minutes

Students Working:
30 – 45 minutes

Sharing:
5 minutes

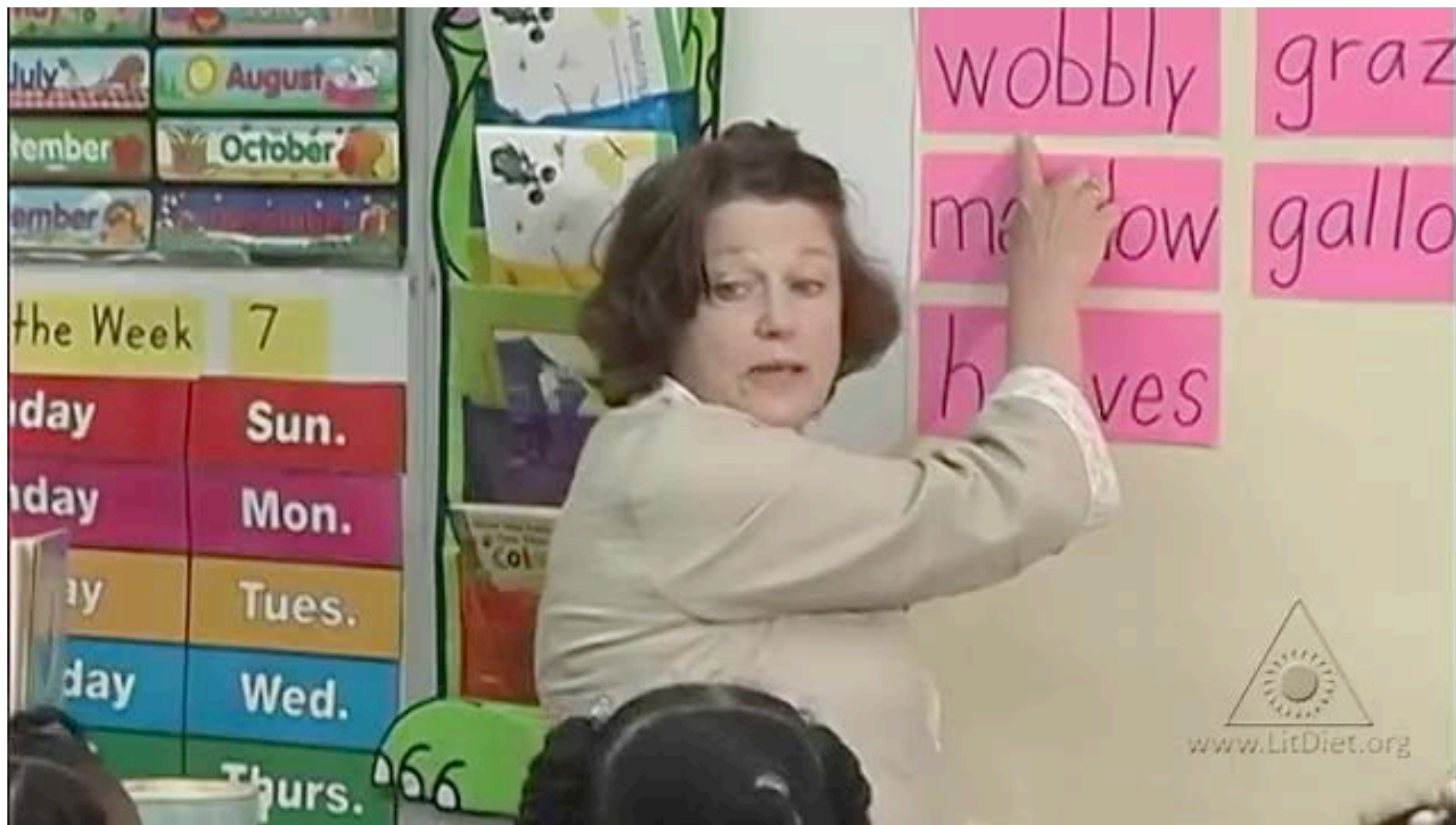


Mini-Lesson & Read Aloud - Learning New Vocabulary



- * 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 to Support Language & Vocabulary



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

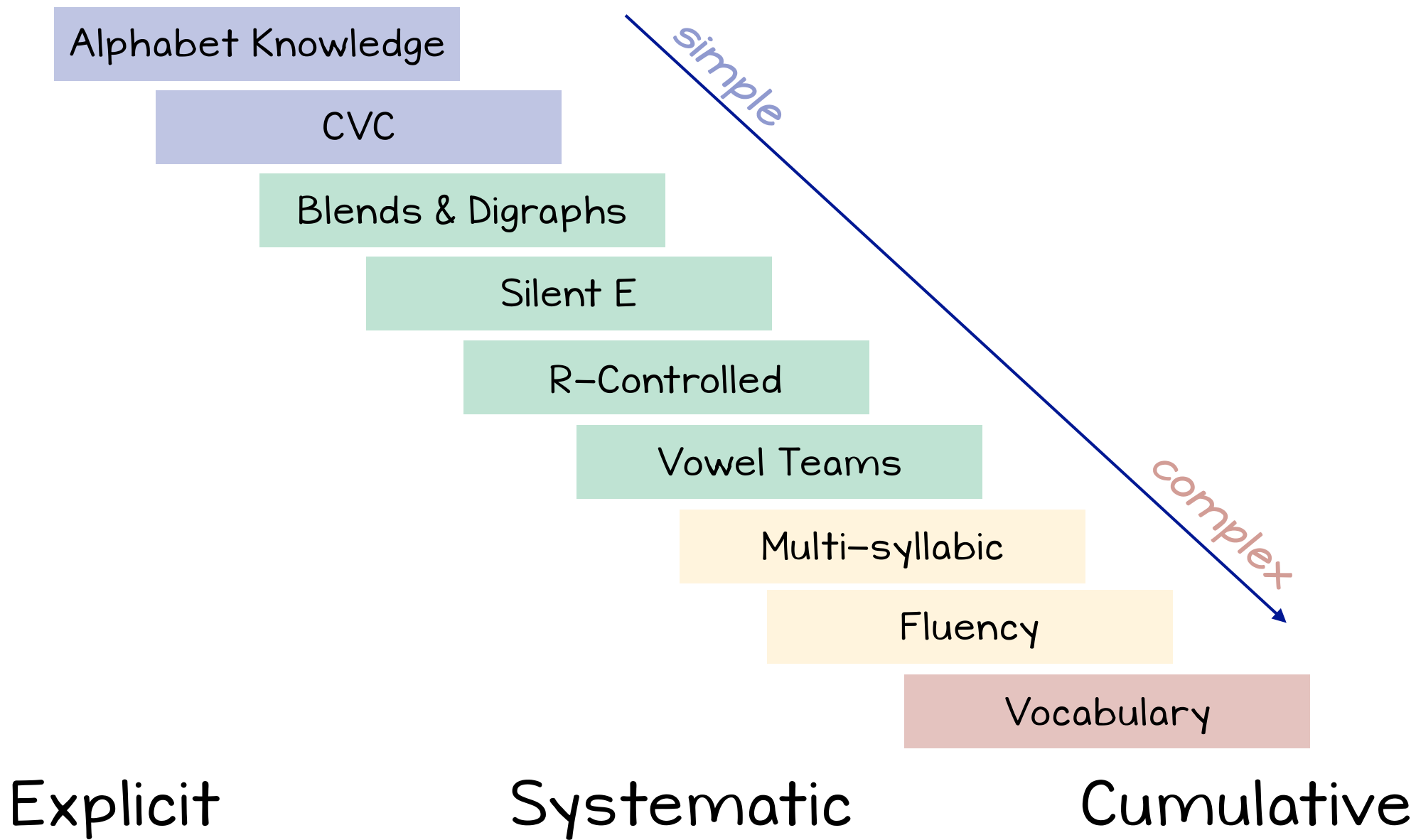
invertebrates

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.

A scope and sequence for phonics instruction



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

High-leverage instructional routines for phonics instruction

Explicitly and systematically teach the secrets of how to crack the written code.

- ✓ Let's play with sounds – daily
- ✓ Let's study something new – 1–3 times per week
- ✓ Let's blend some words – daily
- ✓ Let's build some words – 2–3 times per week
- ✓ Let's write some words – 2–3 times per week
- ✓ Let's study some spellings – 2–3 times per week
- ✓ Let's read! – daily
- ✓ Let's review something that was a little tricky – as needed

Including **both** systematic phonics and meaningful interactions with texts leads to the most powerful outcomes for beginning readers.

A Phonics Lesson

★Blending ★Dictation ★Word Awareness Activities

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



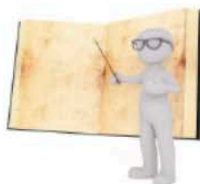
REVIEW IT

- ⇒ 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

Giant Flash Cards

An interactive way to practice blending and focusing on phonics concepts.

a

l

p

ay

m

ai

t

Principles of impactful independent reading

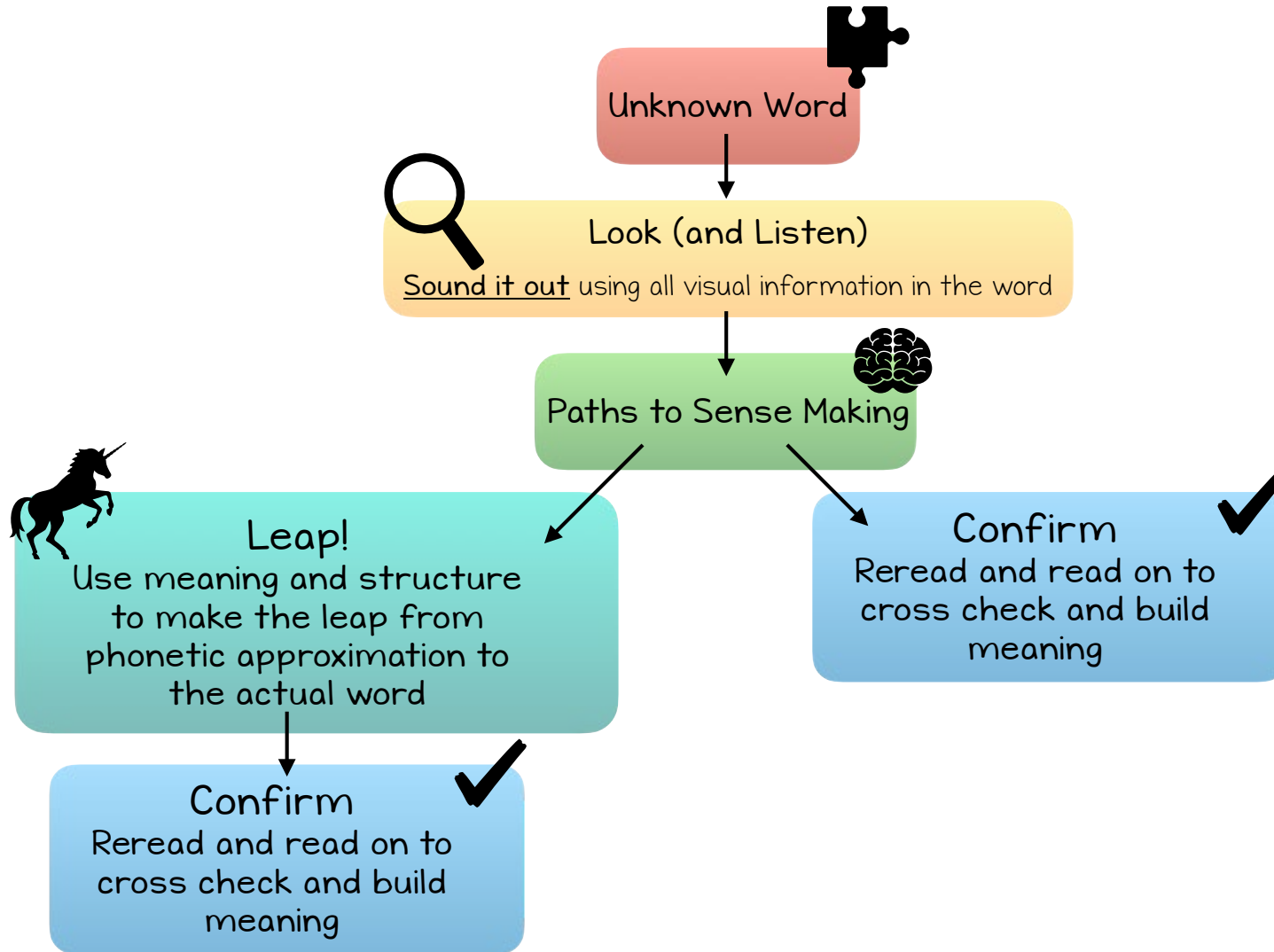
Principle	Why?	How?
Time	Volume of reading is key in growth	<ul style="list-style-type: none">– prioritize independent reading by putting it into your plans first– celebrate where students already are in their stamina
Choice	Students are more motivated to read when they get to choose what they read	<ul style="list-style-type: none">– conduct class discussions about considerations when choosing books– advertise books and have students advertise books
Talk	Talk leads to improved comprehension and builds community	<ul style="list-style-type: none">– include partner time in independent reading– conduct inquiries into purposeful talk
Teacher Support	Feedback is one of the most impactful tools we have for raising student achievement	<ul style="list-style-type: none">– design a schedule that includes conferring and small group work– take notes and be prepared to teach

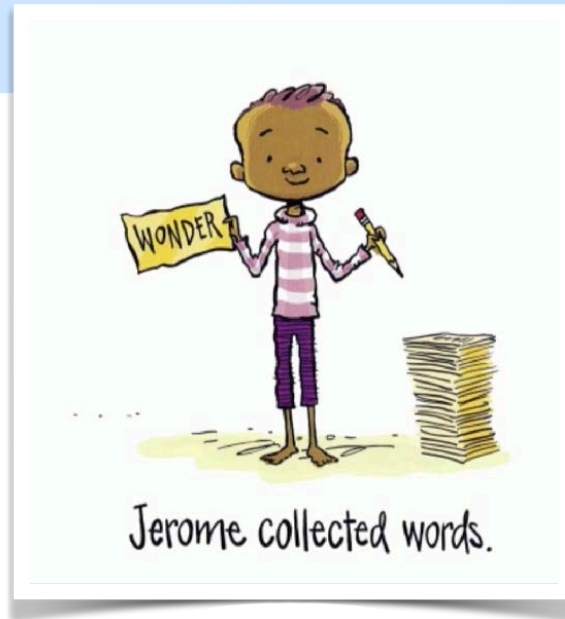
Choosing books

	“Read-All-the-Words” Texts	“Read-in-Other-Ways” Texts
What it mostly looks like	Children read all the words on the page.	Children study and “read” the pictures. They talk with friends about the texts.
What else might children do with these books?	Children may also notice and talk about the illustrations and story information.	Children may notice the print and attempt to decode some words.
Why it’s important	Children strengthen their understanding of the alphabetic principle.	Children engage with familiar and new texts, extending their oral language.
Who chooses the texts?	Teacher chooses some texts.	Students choose from a wide selection.

Path to Problem Solving

Look (and Listen) before you Leap:





...phonics helps students gain access to words, which in turn helps them gain access to meaning. And that is the point of reading – to comprehend the information, to learn something new, to enjoy escaping into the world of a story. Phonics is just a tool to gain that access.

–Blevins, A Fresh Look at Phonics

Closing Circle

Write a six word story about your takeaway from our time together, and share it with your table group

Engaged and joyful
students as storytellers

Connection and
community support
students' growth

”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*



Reflections & Next Steps

Resources, research & activities shared this morning:

- ✓ BC K–3 ELA Big Ideas & Whole Class, Small Group, and Individual Practice Time
- ✓ The Morning Meeting – a routine to connect and share
- ✓ Comprehensive Literacy – Phonemic Awareness & Orthographic Mapping
- ✓ Reading Workshop – connecting stories to the land, mentor text and mini-lesson
 - ✓ Interactive read aloud to support student engagement and vocabulary building
- ✓ Interactive Reading and Shared Reading
- ✓ Phonics scope and sequence, lesson flow for mastery of phonics principles
- ✓ Independent Reading
- ✓ Closing Circle – six word stories

What is **ONE** thing you can commit to **TRY** in your classroom or role? Share it with your table group

Sources

Books & Presentations

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

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

Shifting the Balance – Burkins & Yates

The First Six Weeks of School – Denton & Kriete

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

When Readers Struggle: Teaching that Works – Fountas and Pinnell

Literacy Lessons Part Two – Clay

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

UFLI Foundations Manual

Trusting Readers – Scoggin & Schneewind

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

Heggerty Phonemic Awareness Curriculum

Units of Study – Calkins, The Reading and Writing Project

The Ramped-Up Read Aloud – Walther

Letter Lessons & First Words – Mesmer

This is How We Teach Reading... And it's Working –Willms & Alberti

Sources

Videos

[Worry About Yourself](#)

[TED Talk – Birth of a Word](#)

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

[Balanced Lit Diet – YouTube: Community Circle – Fostering Oral Language](#)

[Tik Tok Word Reading](#)

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

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

Digital Resources

[BC Early Learning Framework](#)

[Carroll, Davies, & Richman](#)

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

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

[Fountas & Pinnell Blog: What Is Shared Reading?](#)

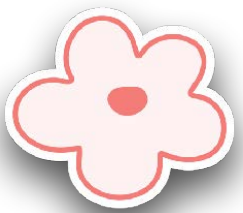
[The Big Five: Phonics–Orthographic Mapping – Wooldridge](#)

[Victoria State Government: Department of Education – Literacy Teaching Toolkit/Shared Reading](#)

[Carolyn Strom – Presentation: Refining Professional Knowledge to Build Capacity in Reading Instruction, Learning & the Brain Conference, April 2022](#)



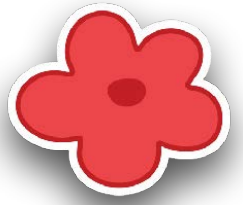
Provincial Outreach Program for the Early Years



Jen Kelly

Teacher Consultant

jen@popey.ca



Connect with us online!



@POPEYBC



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