



# Provincial Outreach Program for the Early Years

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## A Comprehensive Framework for High Impact Reading & Writing Instruction

*Friday, February 16th*

*9:00am - 11:00am*

Presenters:  
Lisa Thomas  
Calico Clark



## *Our learning objectives*

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

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

# 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.

# 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

# 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

# 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

# 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



Writing

PARTNER WORK

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

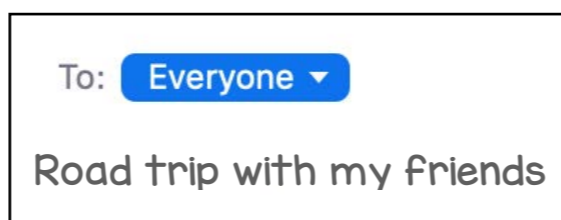
- \* **Greeting** - children greet each other (handshakes, high fives, clapping, singing, etc.)
- \* **Sharing** - students share some news of interest and respond to each other (e.g. what is your Halloween costume this year?)
- \* **Group Activity** - whole class does a short activity together, building 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)



# The Morning Meeting in Action!



1. **Greeting** – we did this earlier (share where you are, what you're teaching, what animal you feel like)
2. **Sharing** – best holiday you ever had (where, who with, activities...)



3. **Group Activity** – questions & comments on others' sharing
4. **News & Announcements** – what we'll be doing together in this workshop

- *interconnected language, reading, and writing experiences*
- *mini-lessons within a workshop format that provides scaffolded supports for small group work and independent practice*

# 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

work

# 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

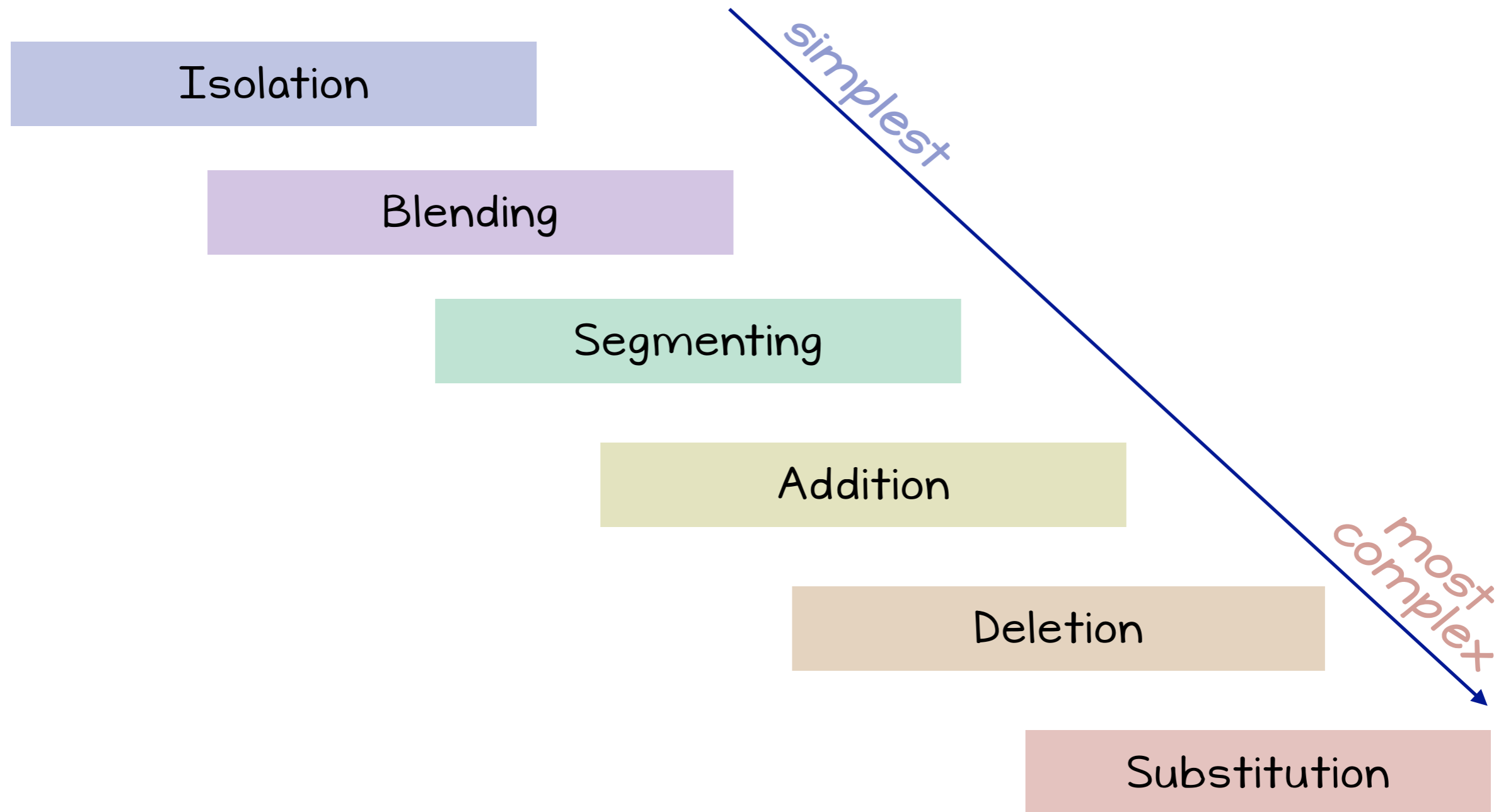
## Alphabetic Principle

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



# A scope and sequence for phonemic awareness

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





# 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

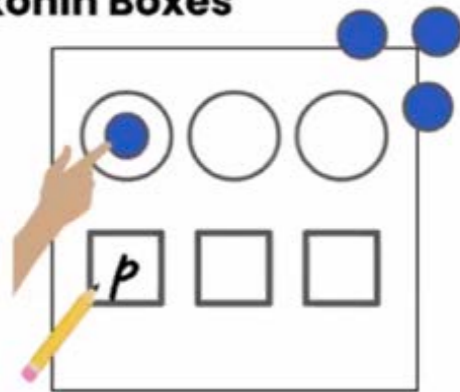
## Examples:

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

<b>Say it</b> 	<b>Connect to Meaning</b> 	<b>Stretch it</b> 
<b>Tap it</b>  		
<b>Write it</b> _____ ----- _____	<b>Check it!</b> 	

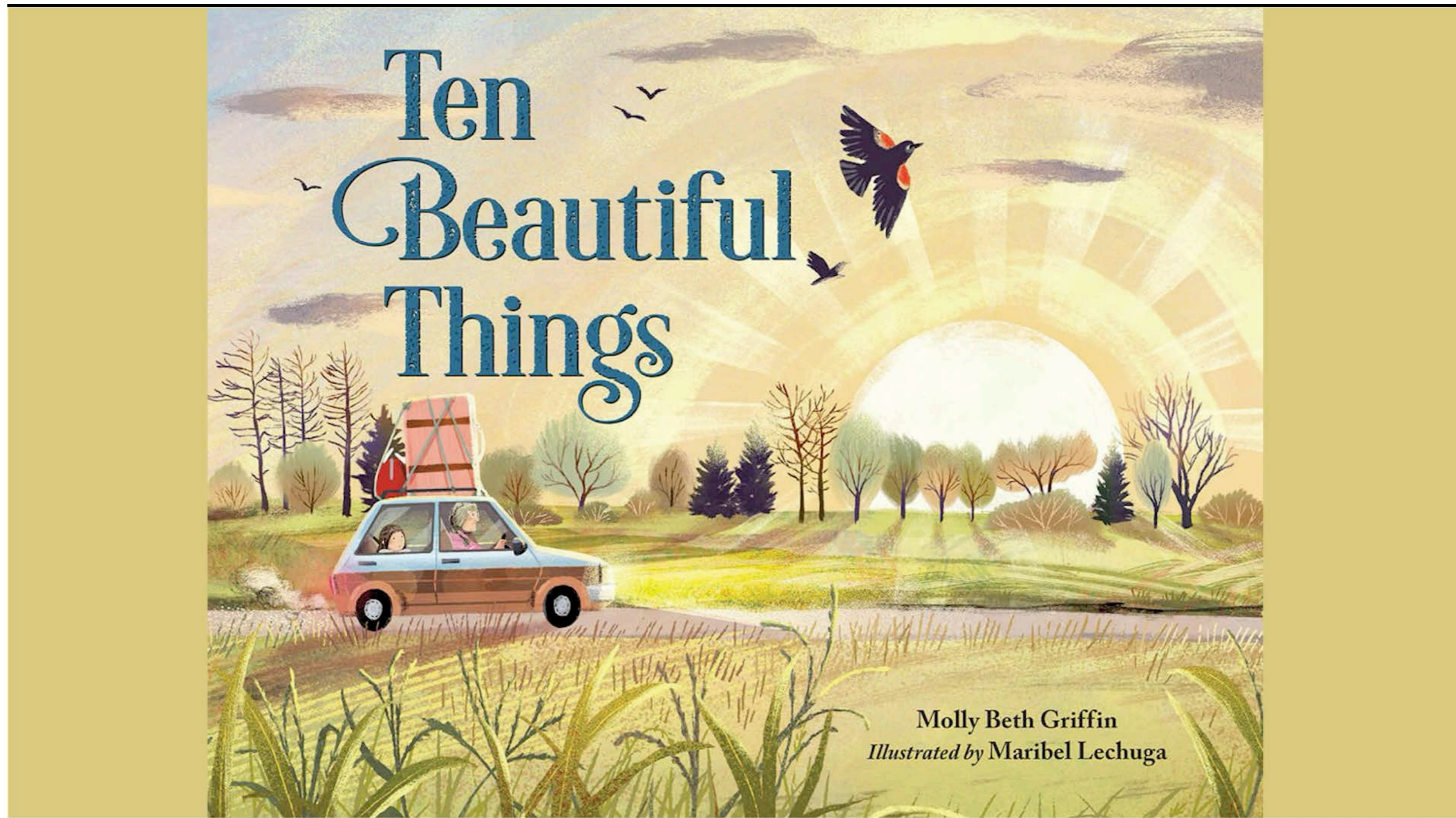
# Connecting Our Literacy Learning to the Land



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



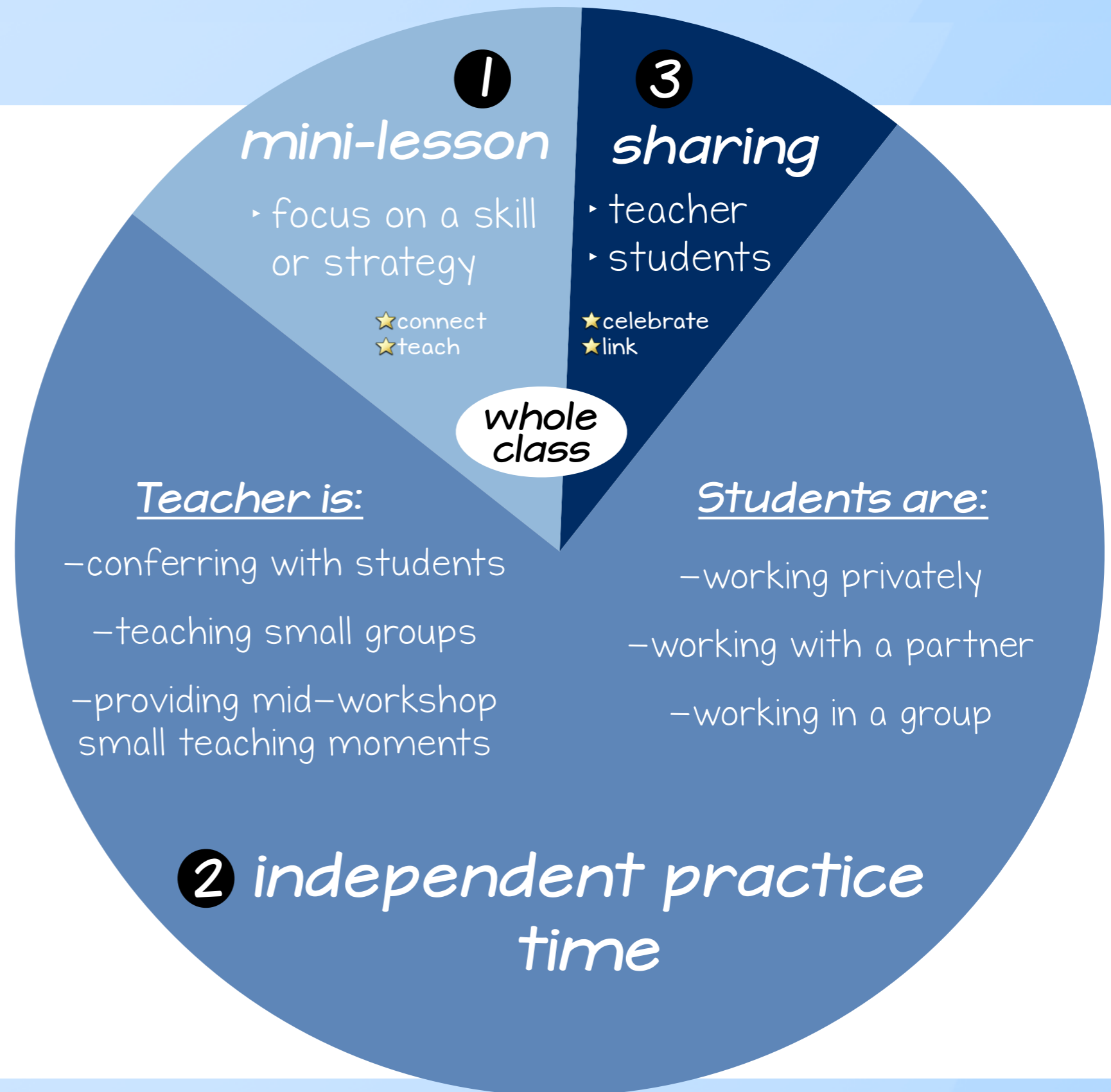
Start thinking about all the beautiful things around you...

# Workshop Flow

Mini-Lesson:  
<10 minutes

Students Working:  
30 – 45 minutes

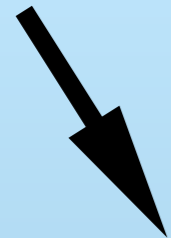
Sharing:  
5 minutes



# Mini-Lesson & Read Aloud - Connecting & Noticing

## Mini-Lesson Structure

I do



WE do

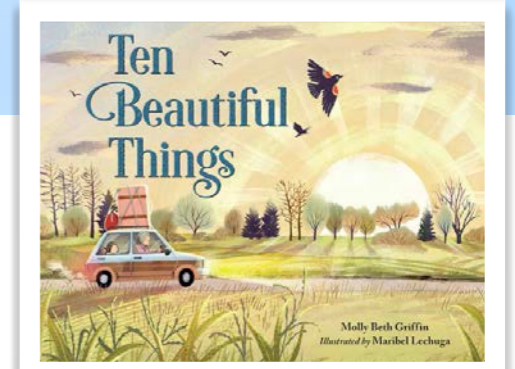


YOU do

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



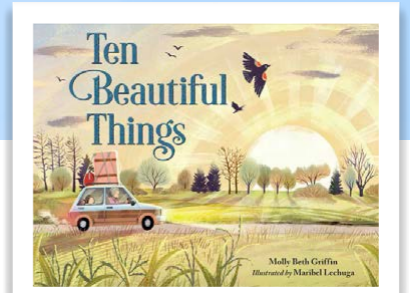
# Connecting Stories to Our Environment



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

- \* Take FIVE minutes of your 10 minute break time 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 in the chat box

## Connecting

- Read through what everyone is sharing in the chat box
- Select a beautiful thing that resonates with you, and
- Type in 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



# 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.*

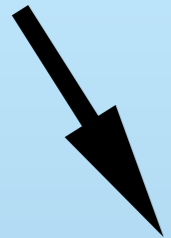
# Principles of impactful independent reading

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

# Mini-Lesson & Read Aloud - Learning New Vocabulary

## Mini-Lesson Structure

I do

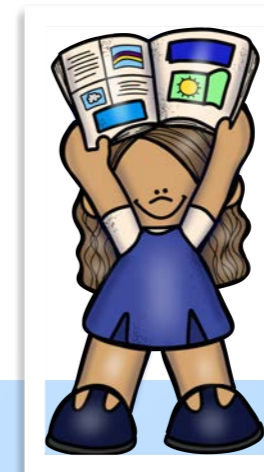


WE do

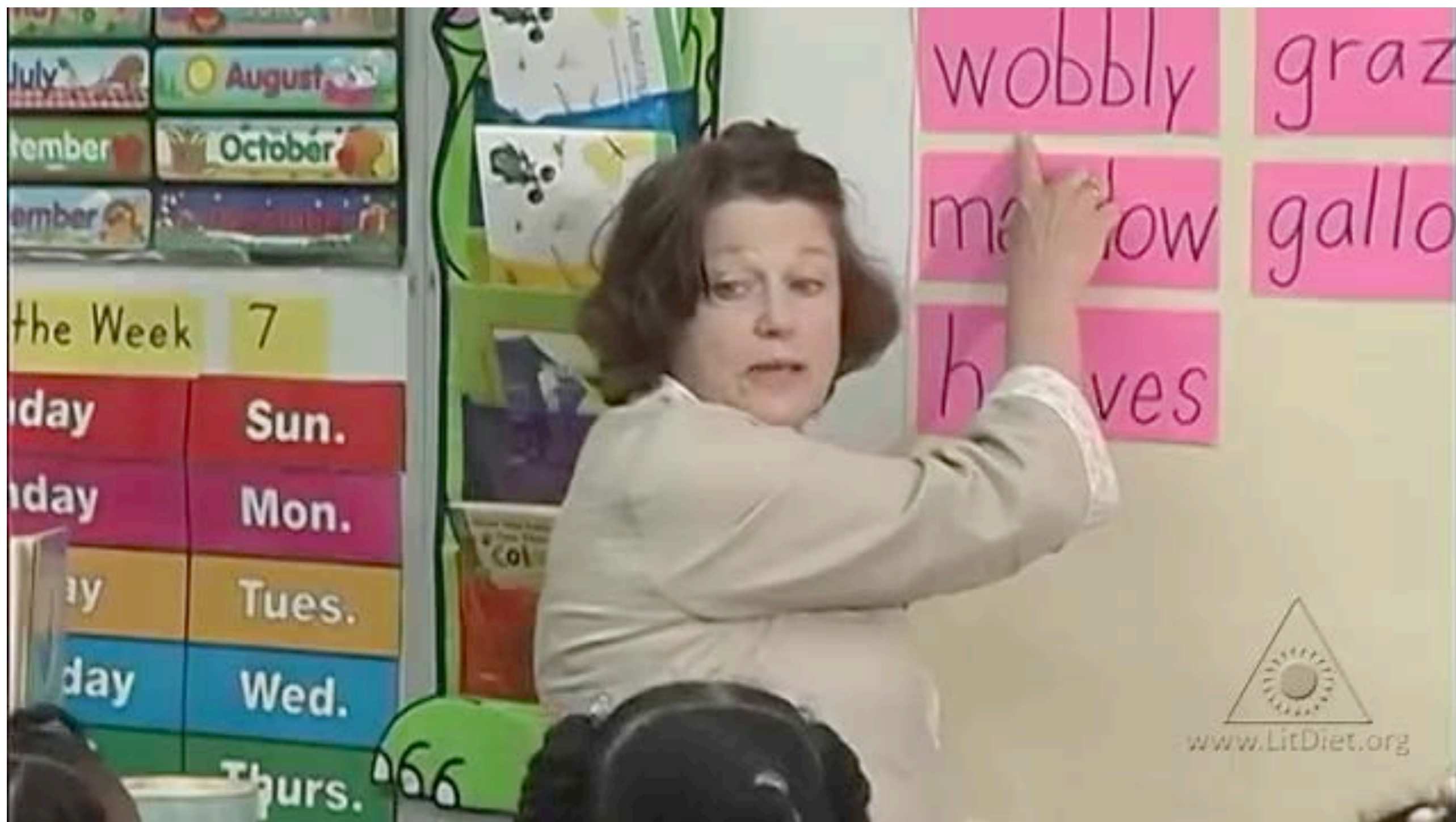


YOU do

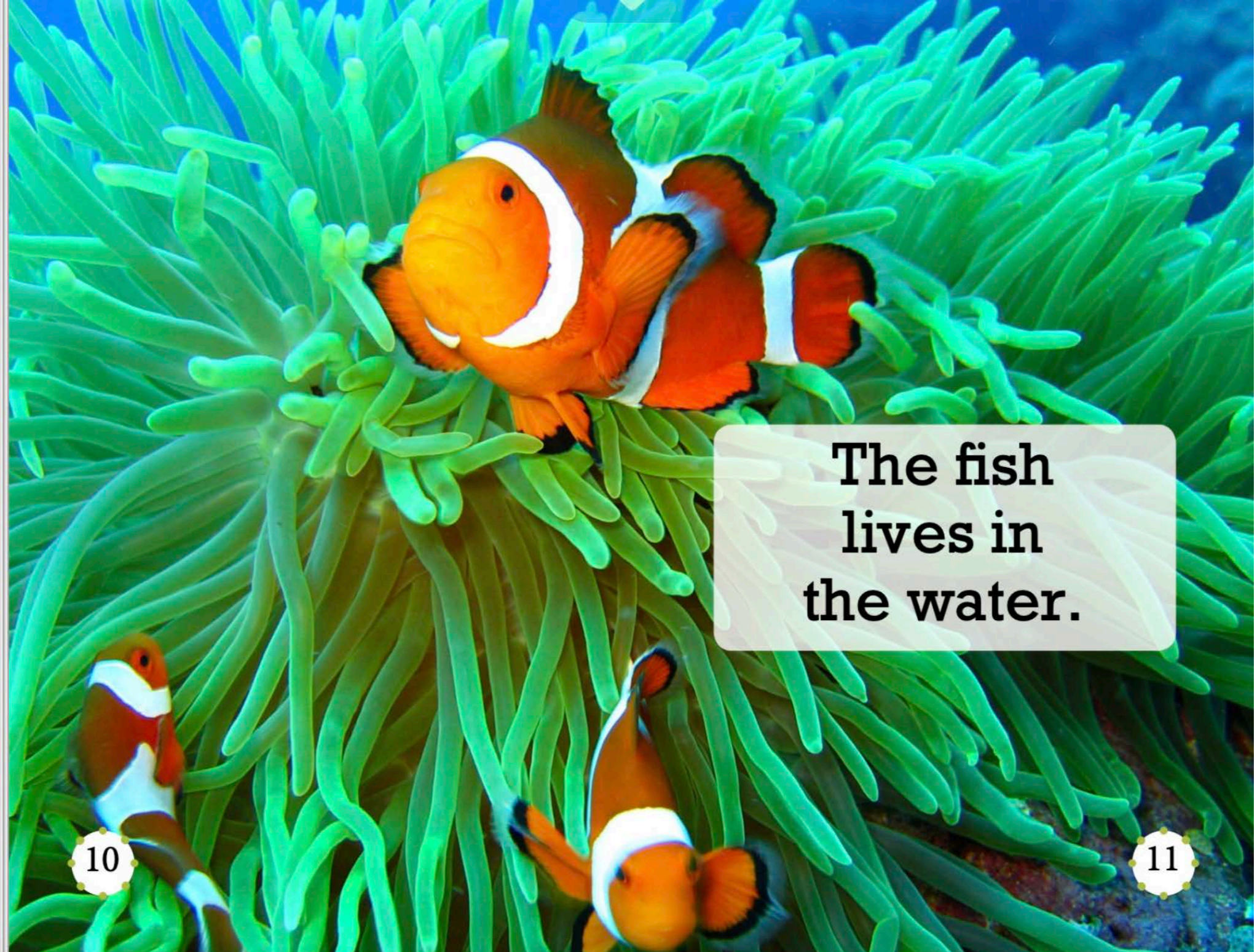
- \* mini, not maxi (five minutes)
- \* strategy-focused
- \* model, model, model
  
- \* direct and explicit instruction
- \* guided practice in a safe, supportive setting
- \* transfer to independence



# Interactive Read Alouds to Support Language & Vocabulary



# *Independent reading vs teacher read-alouds*



# 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

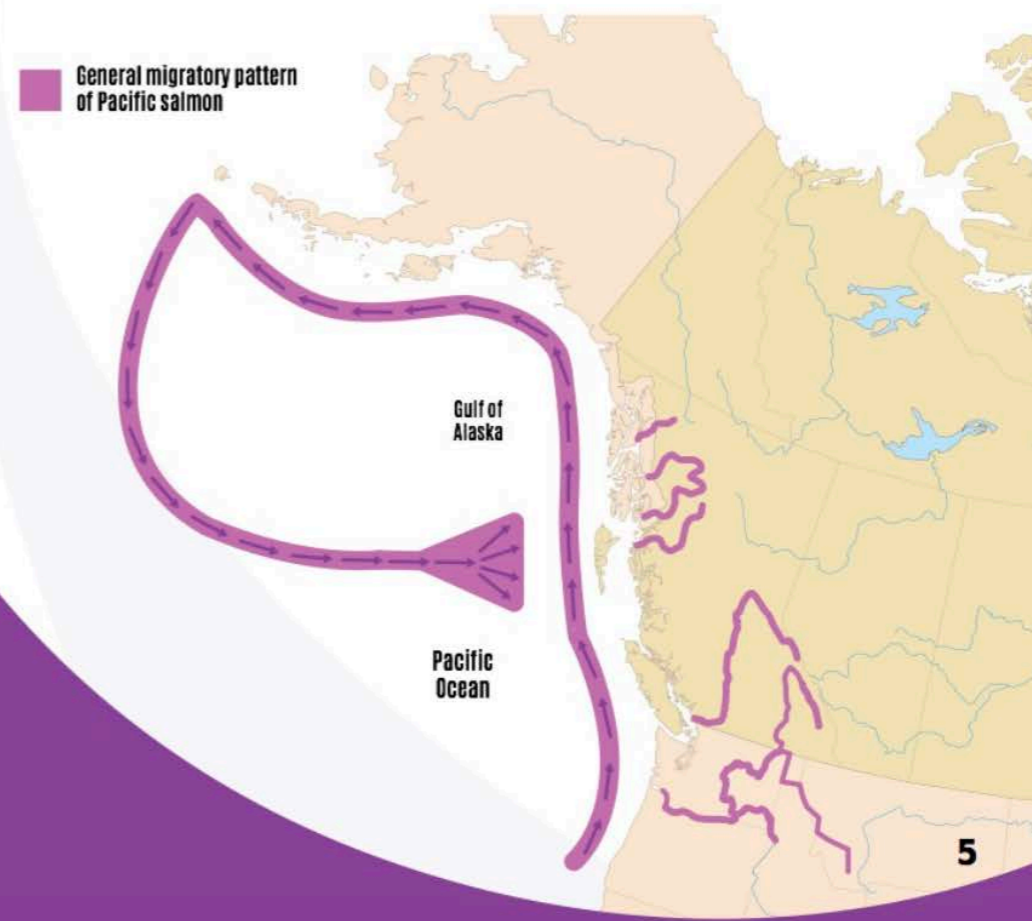
- Adult pink salmon are as small as 20 inches (51 cm) long.
- Chinook salmon can grow up to 5 feet (1.5 m) long.

### 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.



# Interactive read-alouds

## ✓ Read-aloud texts

choose texts that will stretch listening comprehension by providing exposure to rich ideas, wide vocabulary, background knowledge, and novel language structures

## GLOSSARY

**current (KUR-uhnt):** Current is the movement of water in rivers, streams, and oceans. Salmon swim against the current to find a spot to lay their eggs.

**dam (DAM):** A dam is a structure that blocks the flow of water. Salmon must get past a dam to continue up the river.

**estuary (ES-choo-er-ee):** An estuary is a body of water where the ocean meets the river. The salmon stay in the estuary before swimming upstream.

**fertilize (FUR-tuh-lize):** To fertilize is to make an egg ready to hatch. Male salmon fertilize the female salmon's eggs.

**invertebrates (in-VUR-tuh-brits):** Invertebrates are animals without backbones. Salmon eat small invertebrates.

**mucus (MYOO-cuss):** Mucus is a thick liquid that protects parts of the body. Mucus covers a salmon's scales.

**plankton (PLANGK-tuhn):** Plankton are tiny plants and animals floating in the water. Young salmon eat plankton.

**rapids (RAP-idz):** Rapids are part of a river where the water flows very quickly. Salmon must be strong to swim through the rapids.

**scales (SKAYLZ):** Scales are thin, overlapping plates that cover a salmon's body. Scales protect the salmon from harm.

**spawn (SPAWN):** To spawn is to produce young, usually in large numbers. Salmon swim up the river to spawn.



## 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

Alphabet Knowledge

CVC

Blends & Digraphs

Silent E

R-Controlled

Vowel Teams

Multi-syllabic

Fluency

Vocabulary

simple

complex

Explicit

Systematic

Cumulative

# 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

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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..



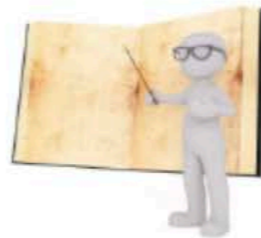
## REVIEW IT

- ➡ 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

## Name and word sorts

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

Anita

Maureen

Melody

Cristina

Amal

Kelly

Sonia

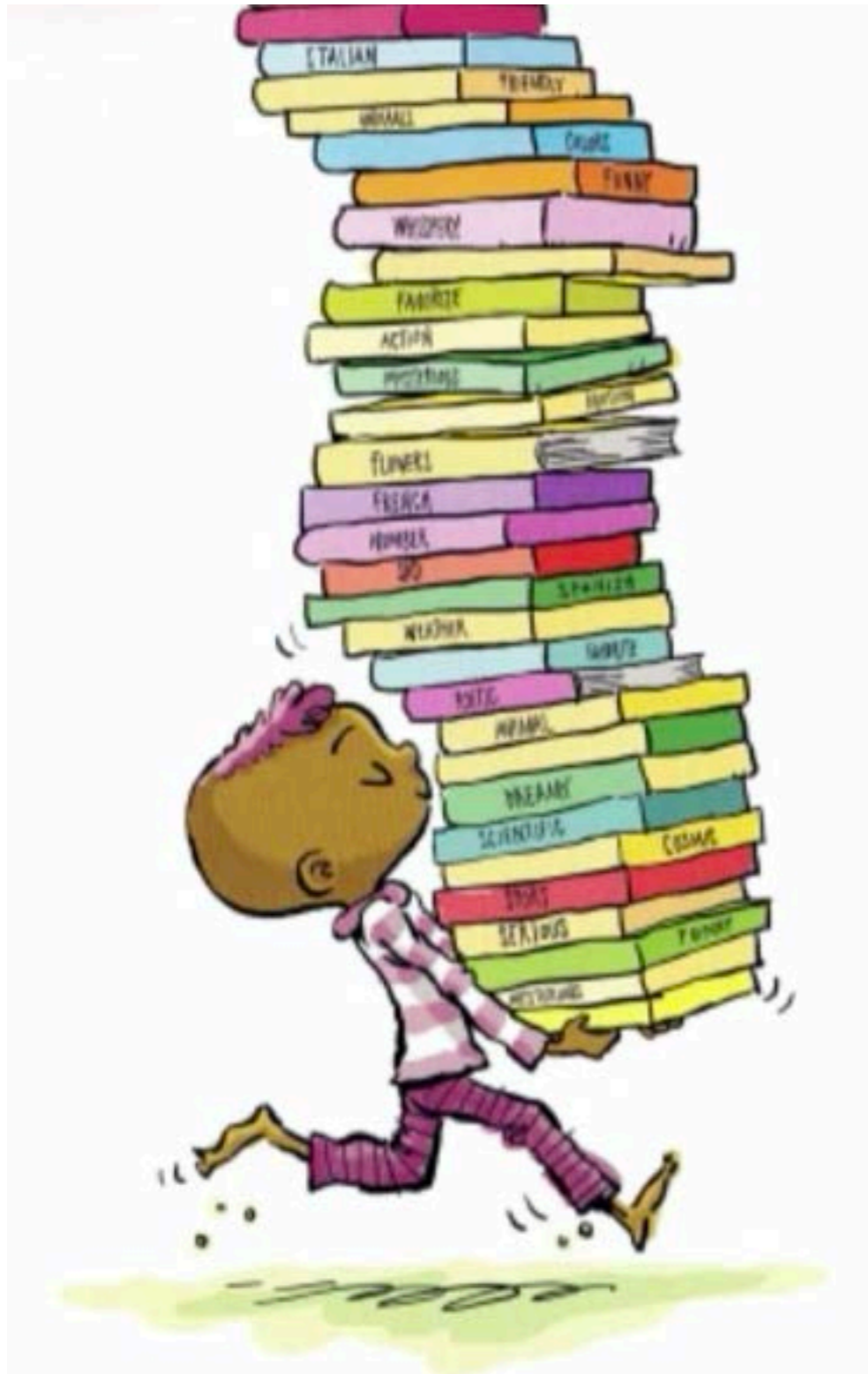
Amandeep

Dana

Shelley

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





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

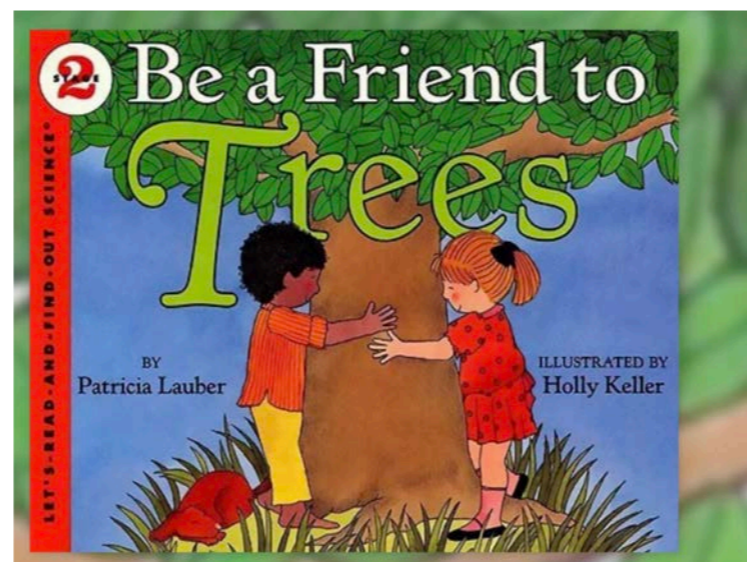
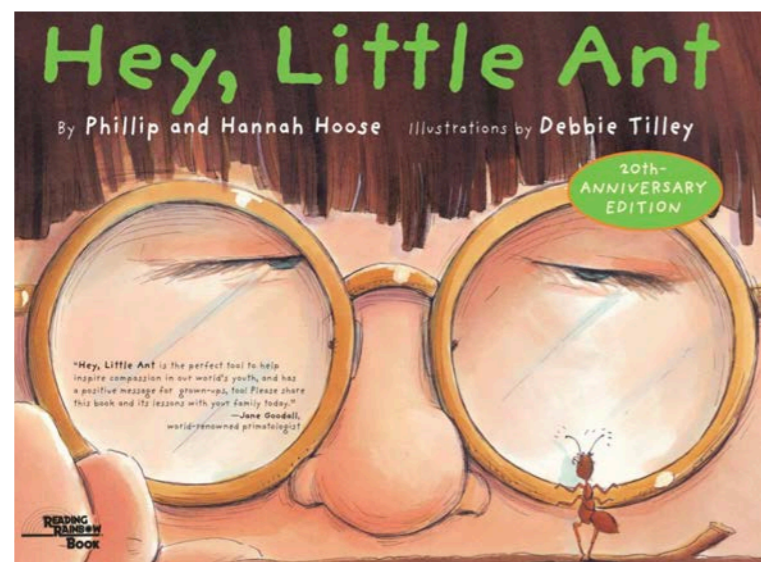
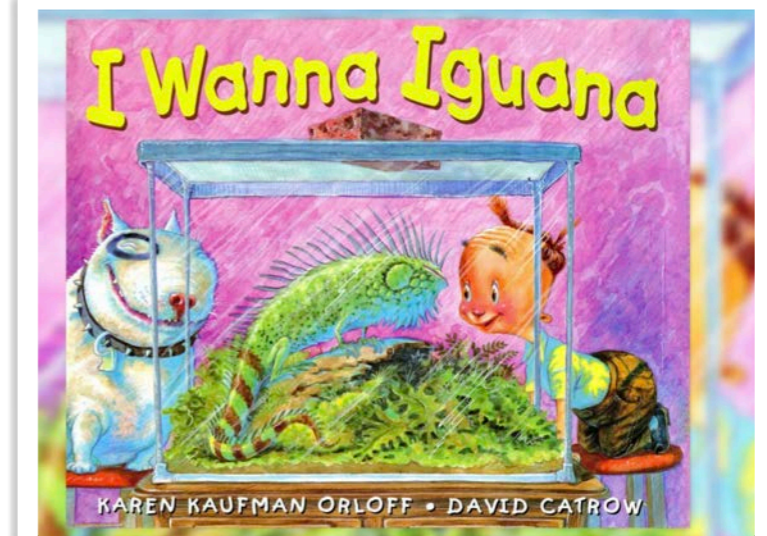
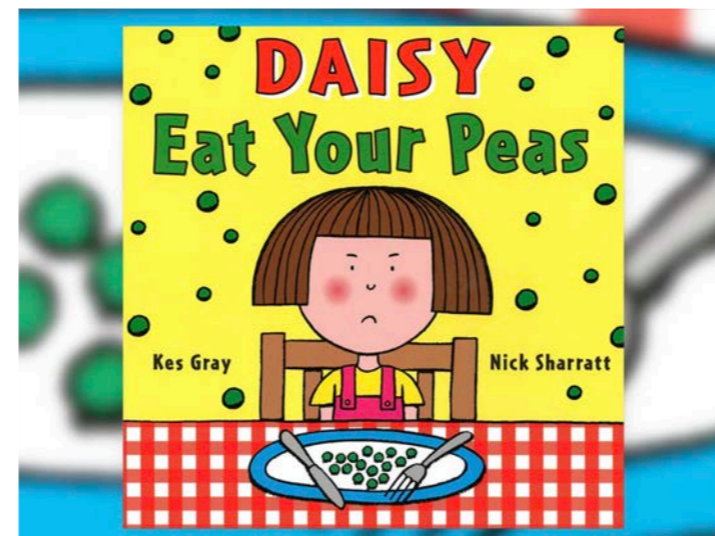
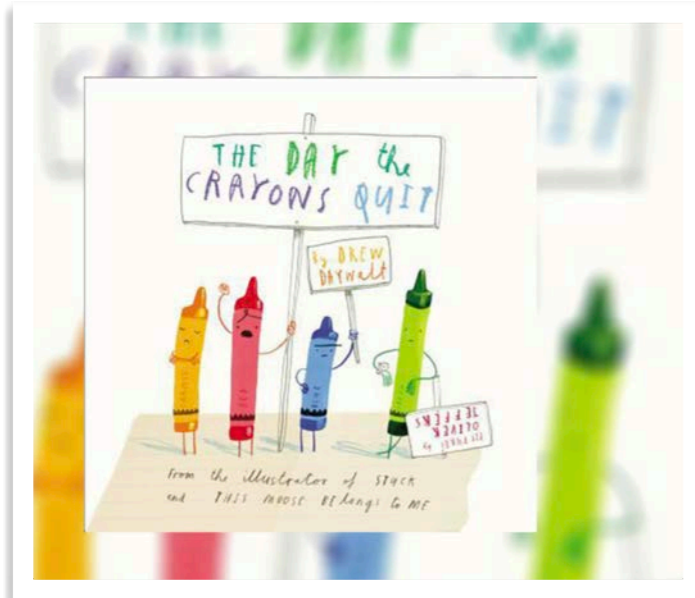
—Nell Duke

# Goals for Launching Your Writers' Workshop

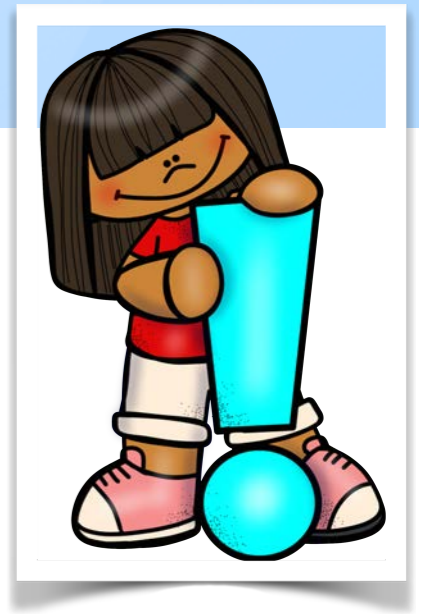
- ★ Build a **safe** writing community
- ★ Establish **rituals** and **routines**
- ★ Generate lots of **thinking, talk and writing**
- ★ Develop the **understanding** that all good writing has **meaning, detail, structure and pacing**

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.

# Mentor Texts to Launch Persuasive Writing Activities

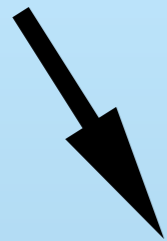


# Mini-lesson & read aloud - Persuasive Writing

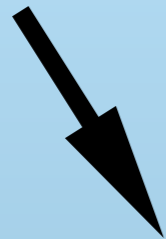


## Mini-Lesson Structure

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



# Convince Your Reader with Persuasive/Opinion Writing

A unit of study on Persuasive Writing might focus on...

Convince  
Your Reader!

Write your opinion

*I think...*

Give lots of reasons.

*...because...*

*...also...*

*Another reason is...*

Add details

*For example...*

Talk back!

*Some people say...*

*but I still think...*

*I disagree because...*

Use sparkly words

*amazing*

*incredible*

*wonderful*

Think about your favourite **restaurant**, **bakery**, or **coffee shop**, and convince your readers (all of us!) why it's so great.

- \* Start with an attention-grabbing opening
- \* Write your opinion
- \* Give lots of reasons
- \* Add details
- \* Talk back (Some people say ... but I still think that...)
- \* Use sparkly words – incredible, delicious, amazing, wonderful, delightful



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

- What are you writing a review of? Why did you choose that?
- Can you orally share two reasons with your small group/partner?
- Trade and read each other's reviews when you're done..

”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
- ✓ Phonics scope and sequence, lesson flow for mastery of phonics principles
- ✓ Writers' Workshop – mentor texts to launch persuasive writing by students
- ✓ Closing Circle – six word stories

What is **ONE** thing you can commit to **TRY** in your classroom or role?



## Closing Circle

Write a six word story about your takeaway from our time together, and share it in the Chat Box

Engaged and joyful students  
as storytellers

Meaningful connections help  
support students' growth



# Provincial Outreach Program for the Early Years



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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](#)

[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](#)