



Provincial Outreach
Program for the Early Years

www.popey.ca

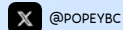
Strengthening Primary Literacy in Gold Trail

Tuesday, September 3rd

9:15 - 11:45am

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

Connect with us online!



@POPEYBC



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Presenter:
Jen Kelly

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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 and writing
- demonstration of scaffolded supports for small group work and independent practice

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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...

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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?

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What is a word?

We need to build a new system in our brains in order to read.

Pronunciation

Meaning

Spelling

Stored in different parts of the brain – we need to connect them.

[Carolyn Strom](#)

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Comprehension begins...

*With oral language and the capacity to understand spoken language (listening comprehension)

- through conversation
- through hearing and sharing personal stories
- through interactions with rich text



expose children to:

- new ideas
- new vocabulary
- new concepts



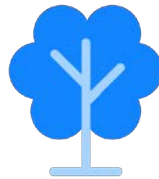
then children can access these for themselves by reading increasingly complex texts

Shifting the Balance K-2: Burkins and Yates

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Significant Ways to Build Knowledge through Language

1. Build in opportunities for children to develop oral language from birth by creating language-rich environments that build knowledge and motivate children to want to learn to read.
2. Grow vocabulary through exposure to informational read-alouds.
3. Have discussions that promote intentional student dialogue.
4. Read aloud books that have more complex ideas and vocabulary than what students can read on their own.
5. Teach word reading and spelling so students can build content knowledge through reading.



Looking to Research for Literacy Success – Duke et al.

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Significant Ways to Build Knowledge through Language

6. Apply strategies for making sense of text that increase cognitive engagement.
7. Build on students' interests and curiosity to maximize cognitive engagement.
8. Plan teaching content from the curriculum as it is already coherently sequenced.
9. Introduce students to a variety of genres to widen their knowledge of places, times, and topics.
10. Use Science and Social Studies instruction to help build literacy skills.



Looking to Research for Literacy Success – Duke et al.

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Pause & Reflect



What we've explored so far...

- ✓ How we learn
- ✓ Building new systems in students' brains
 - ★ Meaning Mountain – Sound City – Visual Village

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

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

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

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



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 First Six Weeks of School – Denton & Kriete



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.

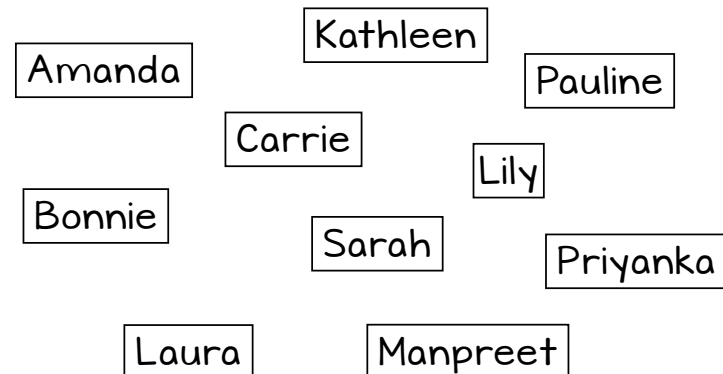
Balanced Literacy Diet – Word Wall I Spy



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.

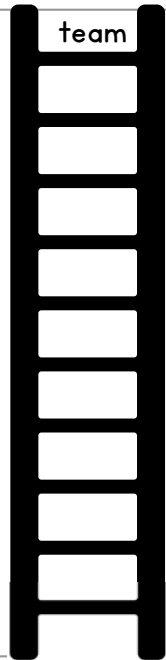


Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom – Fountas & Pinnell



Word Ladders

[Tim Rasinski's 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

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

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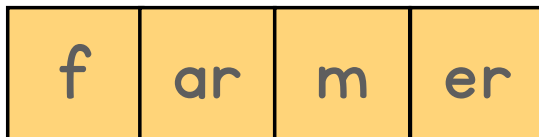
Using Elkonin boxes to Teach Orthographic Mapping

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



When Readers Struggle: Teaching that Works – Fountas and Pinnell

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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

Shifting the Balance – Burkins & Yates

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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	

Shifting the Balance – Burkins & Yates



High Frequency Words

Prioritize which high frequency words you explicitly teach...

	Low Frequency	High Frequency
Regular	quake	went
Irregular	choir	was

Shifting the Balance – Burkins & Yates



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

★	♥	♥
d	oe	s

The Big Five: Phonics-Orthographic Mapping – Woodbridge



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

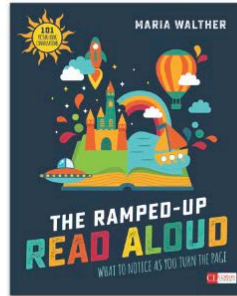
Look what knowledge students can gain from these explicit lessons!

Carroll, Davies, & Richman



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.



[Twitter](#) [Instagram](#) @mariapwalther

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

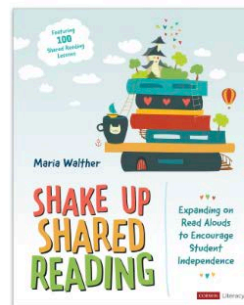
Opens windows to other worlds

The Ramped-Up Read Aloud – Walther

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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.



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What's the Difference?

Read-Aloud Experiences	Shared Reading Interactions
Teacher reading the text to the students	Teacher and students reading and rereading a text together
Typically a whole-group learning event	Can occur in the whole group or in small groups
Teacher engages students in collaborative conversations that dig into complex ideas, social-emotional learning competencies, higher-level comprehension, and, when applicable, foundational reading skills.	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).

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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

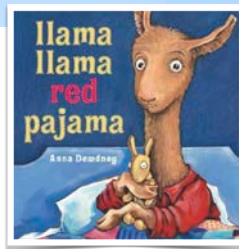
Re-read books multiple times

- ▶ 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

- ▶ Mama Llama, Llama Llama, ...

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

- ▶ Interesting words or a phonics principle (e.g. blends, digraphs)
 - * *What does the word 'tizzy' mean? 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

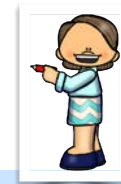
[Fountas & Pinnell Blog: What Is Shared Reading?](#)

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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



Units of Study in Opinion, Information, and Narrative Writing – Calkins, The Reading and Writing Project

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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 **1–2 things** from your life that you would be **KEEN** to write about?

Units of Study in Opinion, Information, and Narrative Writing – Calkins, The Reading and Writing Project

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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.

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

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Book Making

Learning Through Language, Learning About Language

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

beliefs guide actions

Book Making

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

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

Engagement

There is a difference between engagement and compliance. Our goal is engagement.

- * Talk about yourself as an engaged writer.
- * Help students identify how to engage an audience.
- * Teach students how to choose an engaging genre.

If we value something, we talk about it with our students.

Our enthusiasm for writing is contagious. Spread it to your students and see them flourish.

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?

Teaching with Mentor Texts

Immersion Phase:

2-4 days at the beginning of the unit we will study our stack of mentor texts.

- * Students get to know the stack of texts (just enough)
- * Teachers can use the mentor texts in mini lessons without having to read them again (time saving!)
- * Students become better at reading like a writer over time.

Immersion allows students to get better at noticing what author's do and trying it out.

You may need to start with modelling noticing during immersion.

Teaching with Mentor Texts

Structure for Immersion Phase:

Having immersion days will make teaching much clearer and much easier.

- * First read through all the texts for enjoyment and sense of story.
- * Do 'noticing' as a whole group, then put them into partners to notice.
- * Model how you, the teacher, will add to your writing based on what you are noticing.

Taking the time at the beginning of each unit will save you time in the long run!

Inquiry approach to writing – what are we noticing about this text?

Teaching with Mentor Texts

Structure for Immersion Phase:

At the end of the immersion phase, practice composing writing with oral language before written language.

- * Read the books as a writer
- * Compose a book in the genre/focus area of the mentor texts
- * Repeat the composition again and again
- * Teachers can prompt thinking at this stage

Taking the time at the beginning of each unit to develop compositions through oral language.

If you can compose orally it is much easier to write.

Teaching with Mentor Texts

Come up with one page that you would write if you were writing a book about 'over and under the snow.'

- * Take a moment to jot down some notes
- * Tell your table your composition
- * Receive feedback on your ideas

It is always helpful to put yourself in a role as a writer and share your experience with your students.

Show your excitement for writing – it's contagious!

Strengths of the writer

What do you notice about this student's writing?
What can this student do?

What would be his
next small nudge?
What would you
teach in a
conference?



The only way we can find out what is the next small step is if
we can find out what he can do on his own.

Nurturing Young Writers: Supporting Thinking in Children's Book Making and Oral Language
Composition presentation – Glover

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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!



Craft and Process Studies – Glover

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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



Craft and Process Studies – Glover

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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



Craft and Process Studies – Glover

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Honouring Approximations

Looks like:

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

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



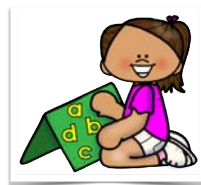
Closing Circle

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:

- ✓ How we learn to read
- ✓ Whole Class, Small Group, and Individual Practice Time
- ✓ 90 minute literacy block
- ✓ The Morning Meeting – a routine to connect and share
- ✓ Orthographic Mapping
- ✓ Interactive Reading and Shared Reading
- ✓ Book Making
- ✓ 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

When Readers Struggle: Teaching that Works – Fountas and Pinnell

Craft and Process Studies – Glover

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

How to Be a Better Writing Teacher workshop – Anderson & Glover

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

Engaging Young Writers – Glover

Units of Study – Calkins, The Reading and Writing Project

The Ramped-Up Read Aloud – Walther

Shake Up Shared Reading – Walther

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

Nurturing Young Writers: Supporting Thinking in Children's Book Making and Oral Language Composition presentation – Anderson & Glover workshop

Sources

Videos

[Little Waitress – Shared on X by lisalujally](#)

[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](#)

[Marianne Wolf](#)

[YouTube – Young Author](#)

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

Digital Resources

[BC Early Learning Framework](#)

[Correll, Davies, & Richman](#)

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

[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
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Connect with us online!

