Provincial Outreach Program for the Early Years
www.popey.ca

Foundational Literacy Skills

Oct 11, 2024   9:00am - 2:30pm

Connect with us online!

X @POPEYBC

@popeybc

Presenter:
Calico
Clark

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POPEY's Mandate

POPEY's current mandate is to support K–3 literacy instruction within inclusive classroom settings.

POPEY provides services and supports to:

- Primary educators in B.C. public school districts.
- Group I and II independent schools.
- Non–Independent First Nations Schools.

Support is delivered through online and in–person workshops, resources, and provincial networking.

We have one to two district partners in each district, often in senior roles supporting literacy.

We meet with district partners to discuss the district's goals, strengths, and needs in relation to K–3 literacy instruction. We collaborate and co–plan workshops with these stakeholders.

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POPEY - Who we are and what we do

Background and history of POPEY:

★ POPEY is one of ten Provincial Outreach Programs (POPs), funded by the Ministry of Education and Child Care.

★ For the past 10 years, POPEY has supported B.C.'s 60 districts with K–3 literacy resources and workshops

★ Changed from POPEI to POPEY in 2018

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POPEY's Approach

POPEY shares research and knowledge around how we learn to read, the reading brain, and the foundational skills that support learning to read and write.

In workshops, POPEY offers a collection of evidence–based strategies for teachers to consider.

Teaching reading is not a one–size fits all model – no two districts are the same, just as no two students are the same.

POPEY meets teachers where they are at.

We invite teachers to consider implementing evidence–based instructional techniques to ensure literacy success for their diverse learners.

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POPEY's Rural Residency Program

POPEY has developed a **Rural Residency Program** over the last five years. This allows us to:

★ Support rural and remote districts with nine days of in–district support, demonstration lessons, co–teaching, collaboration, planning, and professional learning sessions over three weeks throughout a school year.

★ Build trust and relationships within districts.

★ Spend time with teachers and students in their own classrooms, communities, and local rural context

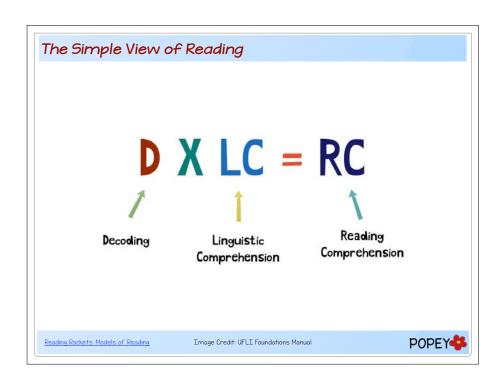★ Provide ongoing instructional supports and relational learning opportunities throughout the school year.
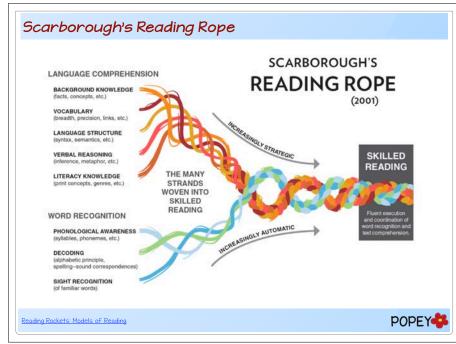
POPEY

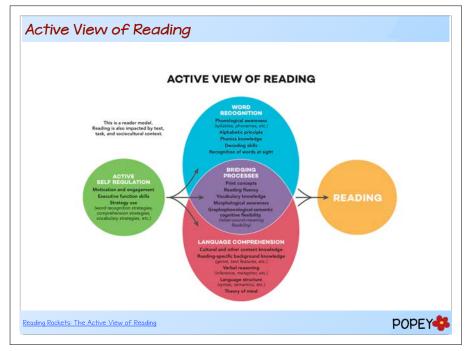## Looking Forward

POPEY & the K–12 Literacy Supports Initiative:

★ POPEY continues to be committed to our existing mandate to support all 60 school districts with K–3 literacy resources.

★ POPEY has increased our team in order to directly support school districts with this initiative and its K–12 scope.

★ Based on the results of the provincial scan, the POPEY team will support the assessment and screening tools that are being used widely across the province.

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Not either / or

AND
and
&
and AND

Decodable texts	v.s.	Authentic literature
Research	v.s.	Classroom practice
The art of teaching	v.s.	The science of teaching
Individual student needs	v.s.	Whole class efficiency
Direct instruction	v.s.	Discovery Learning
Practice-in-isolation	v.s.	Practice-in-context
Mastery of skills	v.s.	Joy of Reading
Structure	v.s.	Choice
Urgency	v.s.	Joy

@TheSixShifts

Shifting the Balance – Burkins & Yates, 2021   Image Credit: Six Shifts Facebook Page

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The Simple View of Reading

$$D \times LC = RC$$

Decoding · Linguistic Comprehension · Reading Comprehension

Scarborough's Reading Rope

SCARBOROUGH'S **READING ROPE** (2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE (facts, concepts, etc.)

VOCABULARY (breadth, precision, links, etc.)

LANGUAGE STRUCTURE (syntax, semantics, etc.)

VERBAL REASONING (inference, metaphor, etc.)

LITERACY KNOWLEDGE (print concepts, genres, etc.)

THE MANY STRANDS WOVEN INTO SKILLED READING

WORD RECOGNITION

PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)

DECODING (alphabetic principle, spelling–sound correspondences)

SIGHT RECOGNITION (of familiar words)

INCREASINGLY STRATEGIC

INCREASINGLY AUTOMATIC

SKILLED READING
Fluent execution and coordination of word recognition and text comprehension.

Active View of Reading

ACTIVE VIEW OF READING

This is a reader model. Reading is also impacted by text, task, and sociocultural context.

ACTIVE SELF REGULATION
Motivation and engagement
Executive function skills
Strategy use (word recognition strategies, comprehension strategies, vocabulary strategies, etc.)

WORD RECOGNITION
Phonological awareness (syllables, phonemes, etc.)
Alphabetic principle
Phonics knowledge
Decoding skills
Recognition of words at sight

BRIDGING PROCESSES
Print concepts
Reading fluency
Vocabulary knowledge
Morphological awareness
Graphophonological-semantic cognitive flexibility (letter-sound-meaning flexibility)

LANGUAGE COMPREHENSION
Cultural and other content knowledge
Reading-specific background knowledge (genre, text features, etc.)
Verbal reasoning (inference, metaphor, etc.)
Language structure (syntax, semantics, etc.)
Theory of mind

READING

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The Active View of Reading: How it differs from other models

ACTIVE
Jennifer Kelly

READING

CLASSROOMS

Strategies that Build
Language Comprehension and
Word Recognition Skills

Highlighted in Active Reading Classrooms:

• <u>Bridging processes</u> – strengthen both word recognition and language

• <u>Self regulation</u> – students are not passive participants in reading

• Highlights the <u>importance of cultural knowledge</u> as part of the way we understand language around us

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Unpacking the models...

At your table groups, take a look at the three models of reading:

• Notice what is similar

• Notice what is different

• What's new, interesting or affirming to you?

It is worth noting that:

All three of these are models of reading, not of reading instruction or learning to read. They describe the process of reading, the abilities on must marshal to read.

But they have little to say about what a school district or even a classroom teacher needs to do to raise reading achievement – Shanahan, 2023

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Structured Literacy: an approach that meets the needs to all learners

International Dyslexia Association Ontario defines Structured Literacy as:

An evidence–based instructional approach that fosters strong reading and writing instruction for all students. It is comprehensive, addressing listening, speaking, reading and writing.

Structured literacy is:

• Critical for some, helpful for all, and harmful for none

• Characterized by *what* content is taught and *how* content is taught

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Structured Literacy: an approach that meets the needs to all learners
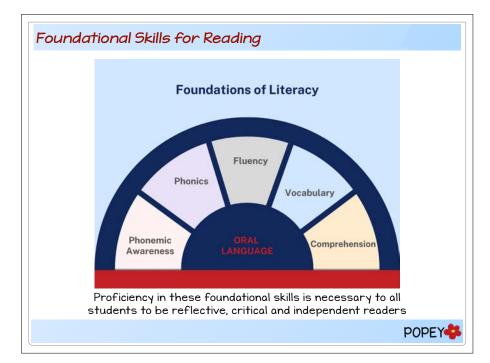
What is taught:

- Both foundational skills

  AND

- Higher-level literacy skills

How it is taught

- Systematic and Cumulative
  - Organized, from simple to complex, follows a scope and sequence
- Explicit
  - Direct instruction
    - "Today we are learning to…"
  - Continuous student-teacher interaction
  - Not assuming all students can infer concepts
  - Careful and considered practice
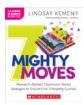 - Prompt and specific feedback (corrective if needed)

I Do.   We Do.   You Do.

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Foundational Skills for Reading

Foundations of Literacy

Fluency

Phonics

Vocabulary

Phonemic Awareness

ORAL LANGUAGE

Comprehension

Proficiency in these foundational skills is necessary to all students to be reflective, critical and independent readers

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Phonemic Awareness

Over nearly four decades of research, "phonemic awareness has consistently been found to be the strongest precursor to, and predictor of, reading achievement" (Kenner, et al).

Phonological Awareness

Rhyme Awareness

Syllabication

Word Awareness

Sentence Awareness

Phonemic Awareness

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Phonemic Awareness: Instruction

Keep in mind:
- Short and frequent sessions
- Focus primarily on blending and segmenting (phoneme-level skills)
- Begin to add letters to this work
- Often integrated into phonics lesson

Ideas for instructional Strategies:
- Use manipulatives to keep it playful
  - Elkonin boxes + bingo chips
  - Pop It fidget toys
  - Race cars + tracks
  - Unifix cubes
- Encourage gestures
  - Hand choppers
  - Tap down arm
  - Finger/thumb tap
- Word Chains – build phonemic awareness and phonics skills at the same time

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Letter Sound Recognition & Alphabetic Principle

Alphabet recognition and phonemic awareness are the two best predictors of early reading success. Blevins states that "these skills open the gate for reading" (2017).

Aha Moment!

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Letter Sound Recognition & Alphabetic Principle

How many words can you make from these letters:

s, m, t, d, l

vs

s, m, a, t, d

"When a child memorizes ten words, they can only read ten words. If a child learns the sounds of ten letters, they will be able to read: 350 three-sound words, 4,320 four-sound words and 21,650 five-sound words".

Dr. Martin Kozloff

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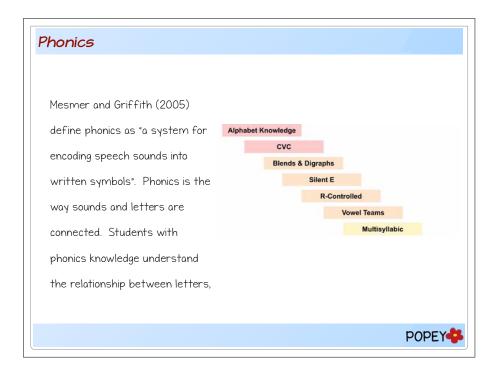_____
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Quick Share

Turn and talk at you table groups:

- What are you currently doing to develop phonemic awareness for you students?
- What is one thing you might get started with right away?

Phonics

Mesmer and Griffith (2005) define phonics as "a system for encoding speech sounds into written symbols". Phonics is the way sounds and letters are connected. Students with phonics knowledge understand the relationship between letters,

Alphabet Knowledge

CVC

Blends & Digraphs

Silent E

R-Controlled

Vowel Teams

Multisyllabic

Phonics Instruction

HEAR IT
- phonemic awareness

TEACH IT
- name and teach new skill/sound

DECODE IT
- decode words with target skill

ENCODE IT
- spell words with target skill

READ IT
- read words, sentences and decodable passages

The 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."

Phonics Instruction

Keep in mind:
- Systematic: Move from simple to complex
  - Following a scope and sequence
- Explicit: "Today I want to teach you..."
- Keep students engaged by:
  - Inviting student responses
  - Have students come to the board to find a word, highlight a phonics skill in a word

Ideas for instructional Strategies:
- Understand "the code" yourself
- Consider using a Systematic and Explicit phonics program
- White boards will be your best friend!
- Keep lessons lively, and stick to suggested times
- Don't forget to unpack word meaning
- Word sorts
- Word chains
- Try multi sensory methods
- Use Elkonin (sound) boxes to support encoding

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Decodable Text: A teaching tool to support phonics instruction

"Without aligned texts, readers are at risk of formulating the misguided hypothesis that reading is simply using pictures, and maybe a few letters, to infer the words. Worse yet, readers can begin to think that reading is just memorizing the text."

-Shifting the Balance 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom- Page 141

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Decodable Text: letter sound

Is the cap on a mat?
No! It is not on the mat.

Is Zac's cap on a can?
No! It is not on the can.

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(blank lined note page)

Decodable Text

Grades 3 and up
Grade 2
Grade 1
Grade K

LEVELED BOOKS*
AND TOPIC
LIBRARIES

ACCOUNTABLE
DECODABLE TEXT

TRADE BOOK
READ-ALOUDS

Important to remember that students need access to a _variety of texts_ for _different instructional purposes_

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Fluency

Fluency refers to the development of three components: accuracy, automaticity and prosody and provides the bridge between word recognition and comprehension (Duke & Cartwright, 2021)

Accuracy refers to identifying or reading letter names/sounds and words correctly.

Automaticity can be considered in two levels:
- word level (ability to read words quickly and effortlessly)
- text level (ability to read connected text including sentences, passages and books quickly and effortlessly)

Prosody refers to a readers natural voice and expression

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Building Fluency

Accuracy: we can build accuracy through decoding as part of explicit and systematic phonics instruction.

Automaticity: reading words with automaticity is a result of orthographic mapping (Ehri, 2014). Orthographic mapping is the cognitive process that supports a reader to recognize words instantly as sight words where they no longer need to decode or segment each sound to read a word.

We can build word level automaticity through blending drills and other word reading activities.

Text level automaticity is achieved through reading practice of connected text. Such practice can include repeated reading, choral reading and echo reading.

Prosody is built through teacher modeling of fluent reading during read alouds and can also develop through repeated readings, and activities like readers theatre and Beat the Clock

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Building Fluency

Keep in mind:
- More than just reading fast
- Don't teach phonics in isolation
- Avoid "round robin" reading
- Be mindful of how you use independent reading time

Ideas for instructional Strategies:
- Remember…fluency is not an isolated skill
  - subskills: phonemic awareness, sound–symbol knowledge, automaticity at letter or word level
- Small Group instruction affords specific, immediate feedback
- Model, model, model!!!!
- Whole Group Reading including:
  - Read aloud, cloze reading, choral reading, echo reading
- Partner Reading
- Reader's Theatre
- Beat the Clock Timed Reading
- Repeated Reading

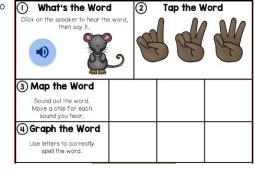7 Mighty Moves – Kemeny, 2023

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Word Mapping: supporting the cognitive process of orthographic mapping

Word mapping is a physical way to represent the relationship between the phonemes and graphemes.

Read Multi–sensory options:
- Pop its
- Play dough
- Unifix cubes

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Sources

Books & Presentations

Active Reading Classrooms - Kelly, 2023

A Fresh Look at Phonics - Blevins, 2016

Shifting the Balance - Burkins & Yates, 2021

7 Mighty Moves - Kemeny, 2023

Digital Resources

Maryanne Wolf

Reading Rockets: The Active View of Reading

Reading Rockets: Models of Reading

Beyond the Simple View of Reading

International Dyslexia Association Ontario

Shanahan on Literacy

How We Learn To Read – Harvard Medical School

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