



# Provincial Outreach Program for the Early Years

[www.popey.ca](http://www.popey.ca)

## Foundational Literacy Skills

*Oct 11, 2024*

*9:00am - 2:30pm*

Connect with us online!



@POPEYBC



@popeybc

Presenter:

Calico  
Clark

POPEY



## *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.



## *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



## 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.



## *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.



## 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.

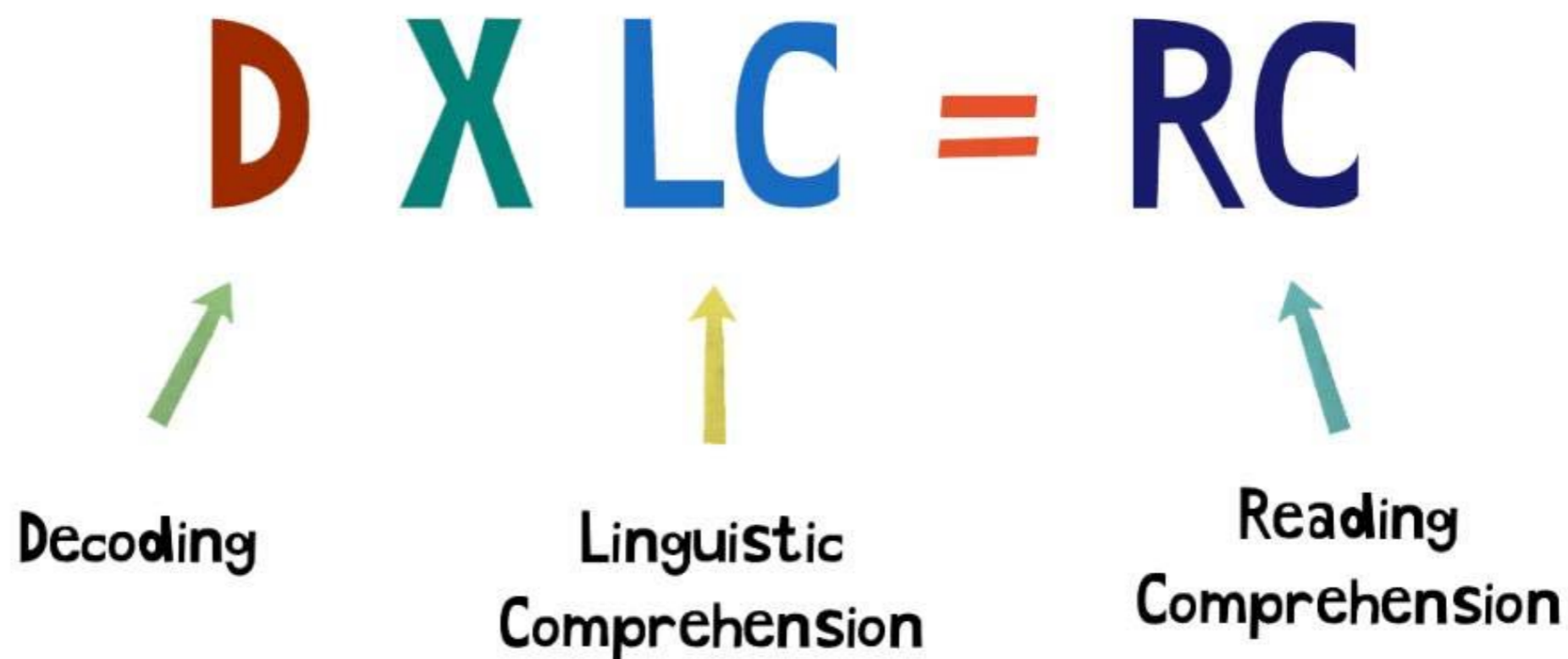
# Not either / or



|                          |     |                         |
|--------------------------|-----|-------------------------|
| Decodable texts          | vs. | Authentic literature    |
| Research                 | vs. | Classroom practice      |
| The art of teaching      | vs. | The science of teaching |
| 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                     |

@TheSixShifts

# The Simple View of Reading





# 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.)

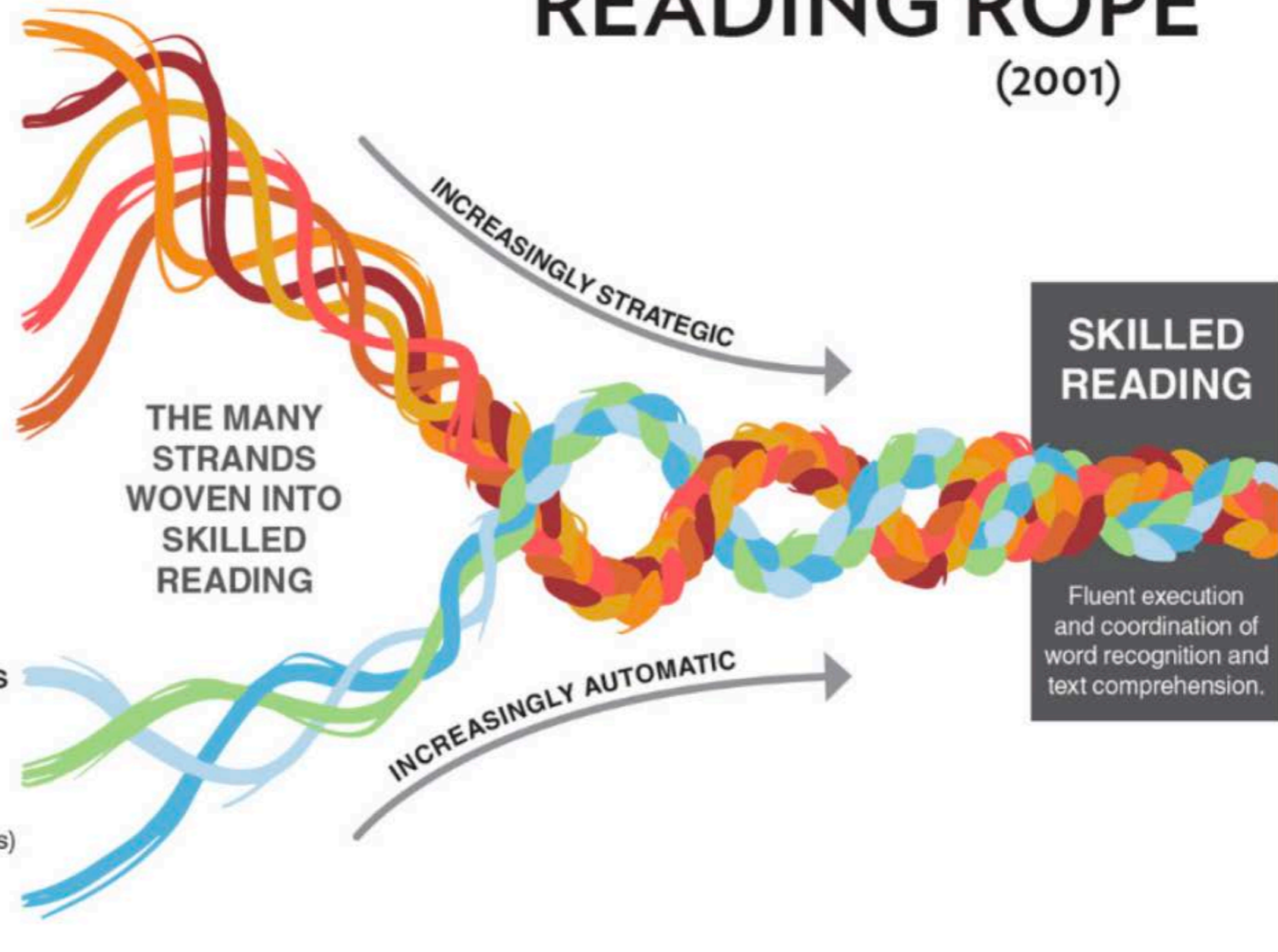
**LITERACY KNOWLEDGE**  
(print concepts, genres, etc.)

### WORD RECOGNITION

**PHONOLOGICAL AWARENESS**  
(syllables, phonemes, etc.)

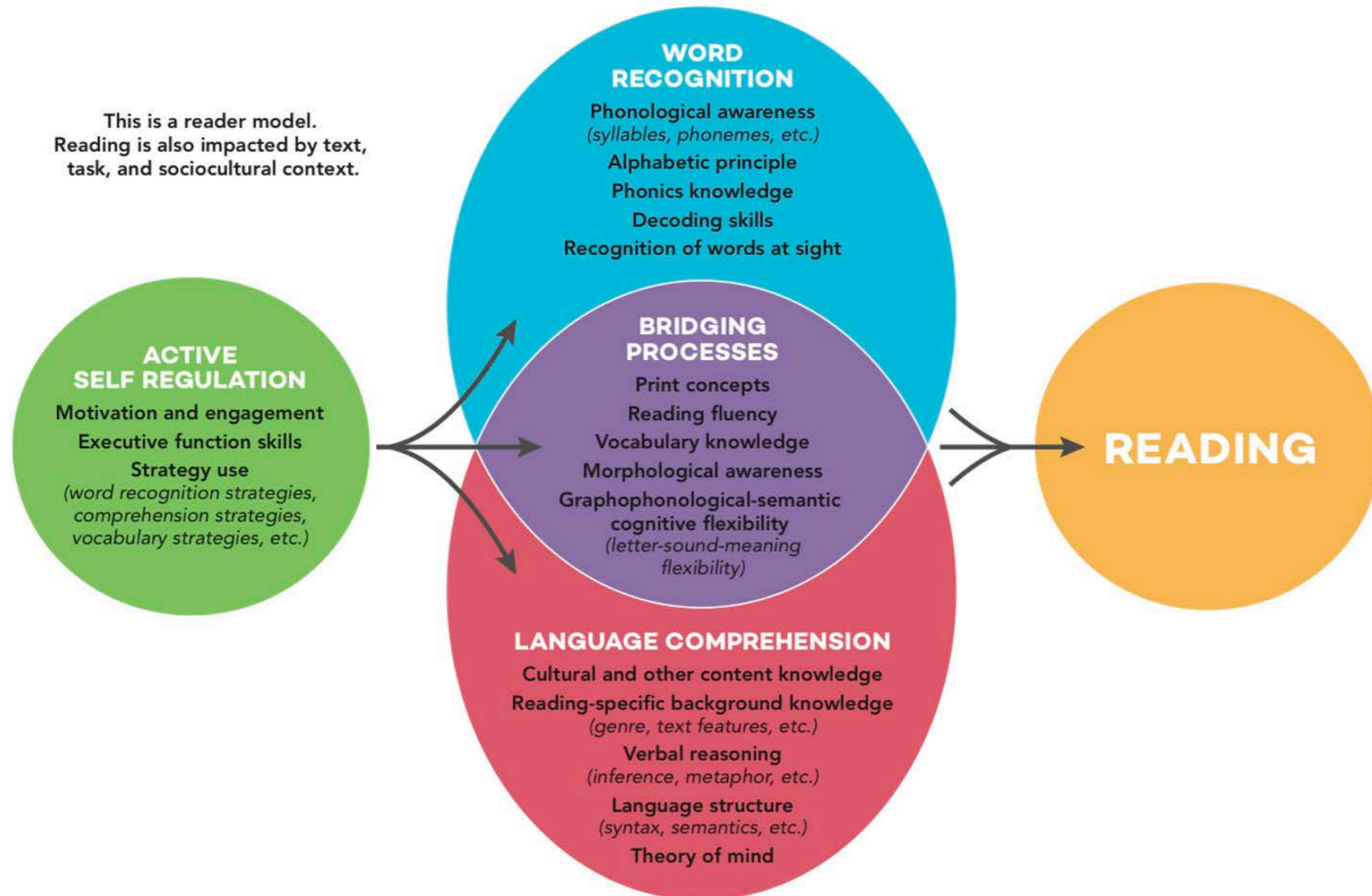
**DECODING**  
(alphabetic principle,  
spelling–sound correspondences)

**SIGHT RECOGNITION**  
(of familiar words)



# Active View of Reading

## ACTIVE VIEW OF READING



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

Jennifer Kelly

ACTIVE     
      
  READING  
      
CLASSROOMS 

Strategies that Build  
Language Comprehension and  
Word Recognition Skills

Highlighted in Active Reading Classrooms:

- Bridging processes – strengthen both word recognition and language
- Self regulation – students are not passive participants in reading
- Highlights the importance of cultural knowledge as part of the way we understand language around us

## 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 one 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

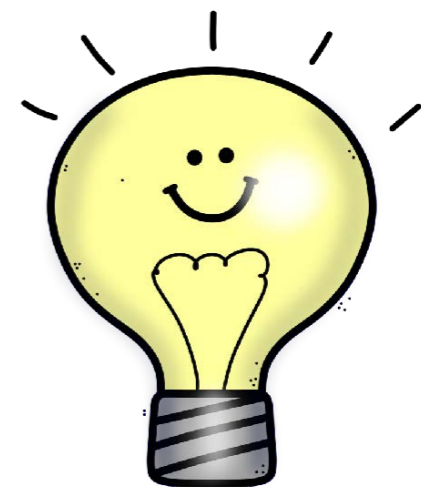
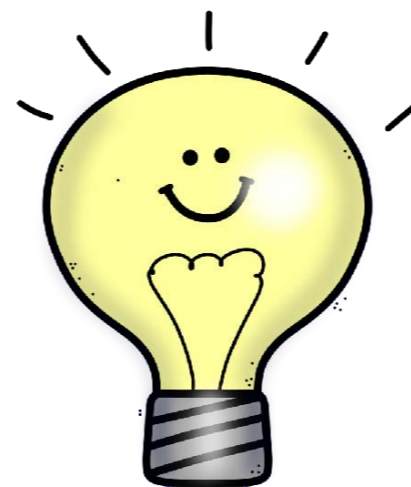
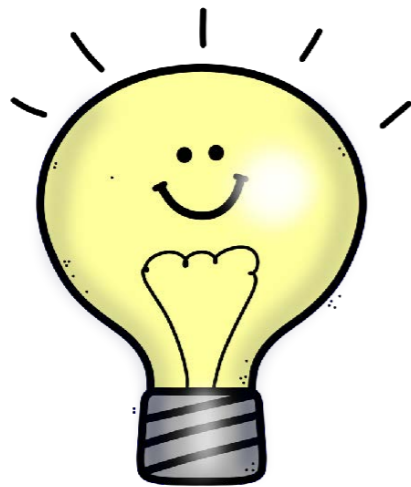
# Structured Literacy: an approach that meets the needs to all learners

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



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

## *What is taught:*

- Both foundational skills

AND

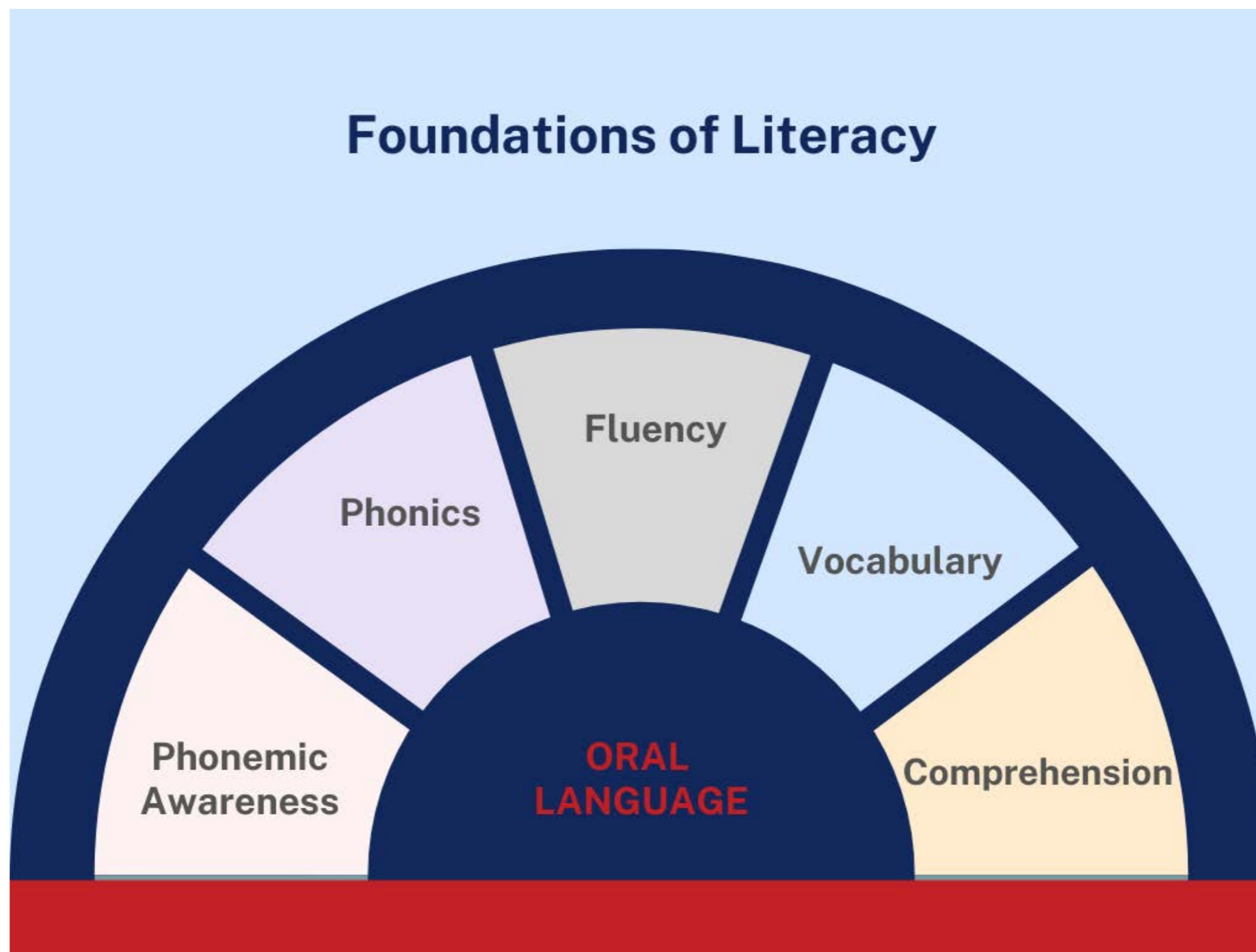
- Higher-level literacy skills

## *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.*

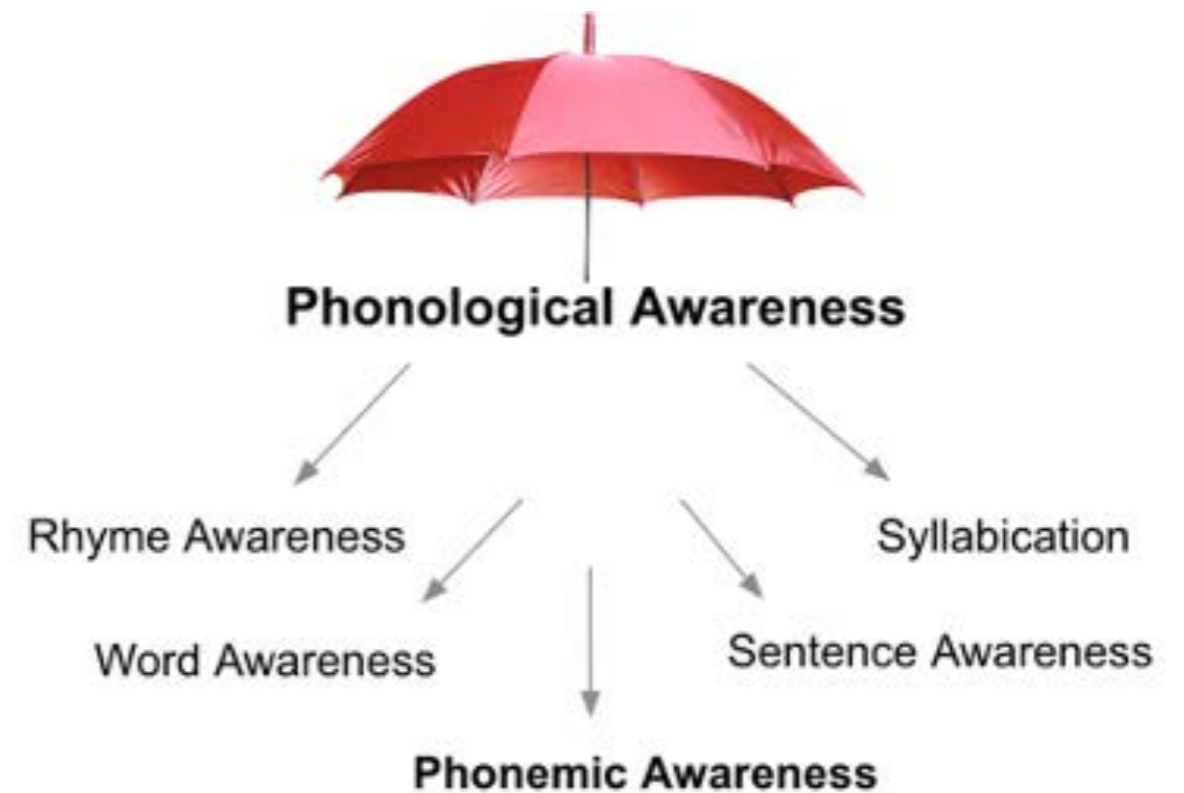
# Foundational Skills for Reading



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

# 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).

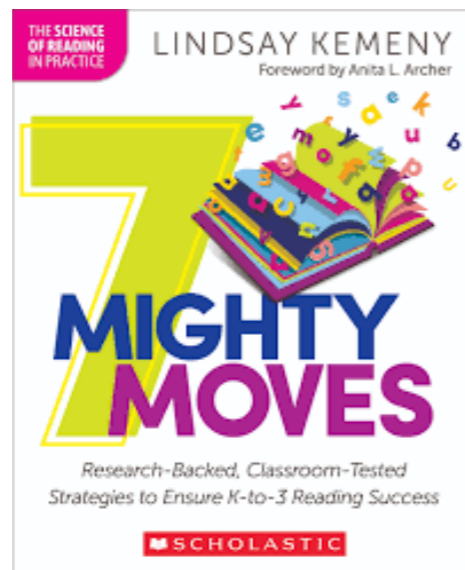




# Phonemic Awareness: Instruction

## 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

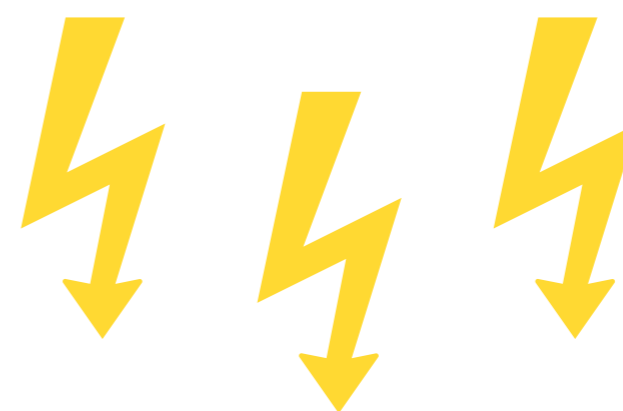


## Ideas for instructional Strategies:

- 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

# 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!**



# 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”.

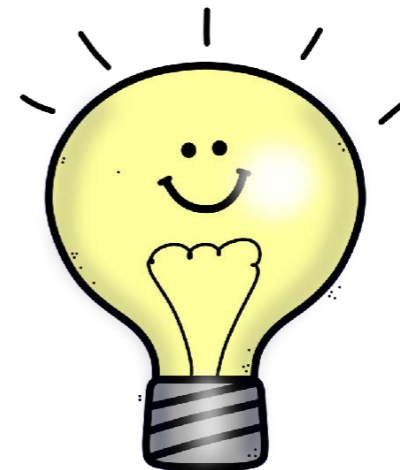
*Dr Martin Kozloff*



## Quick Share

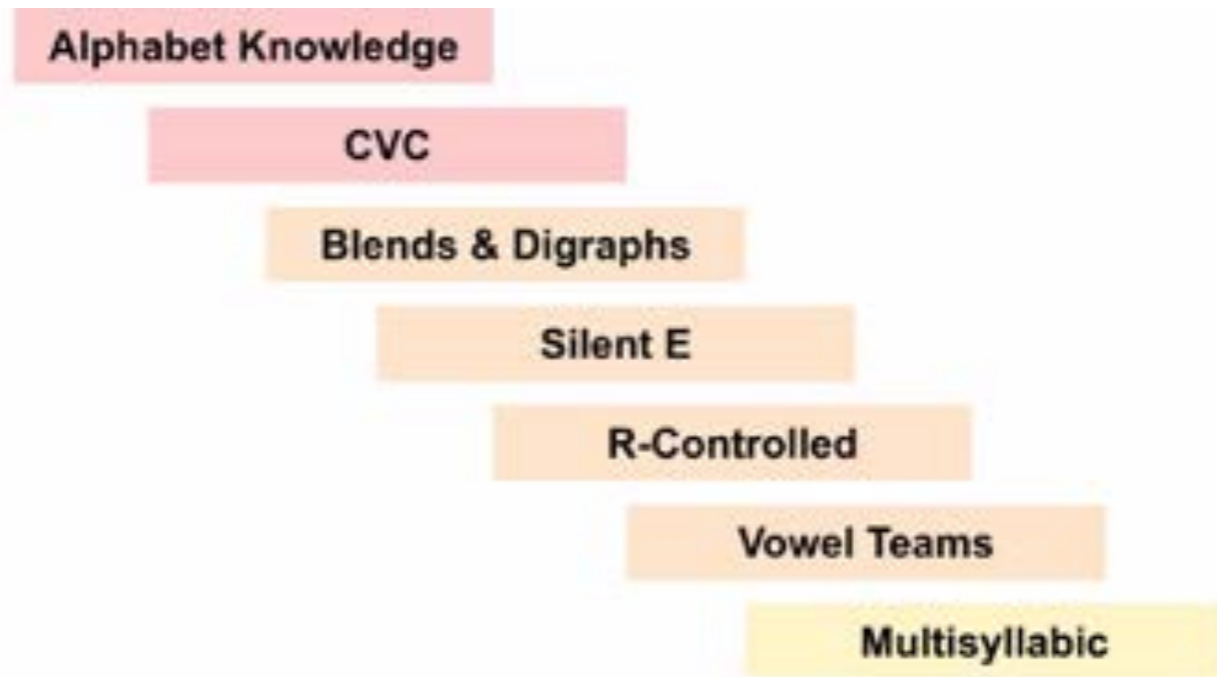
Turn and talk at you table groups:

- 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,

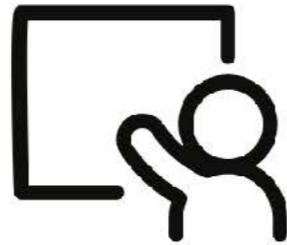


# Phonics Instruction



## HEAR IT

- phonemic awareness



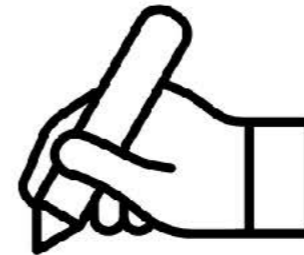
## TEACH IT

- name and teach new skill/sound



## DECODE IT

- decode words with target skill



## ENCODE IT

- spell words with target skill



## READ IT

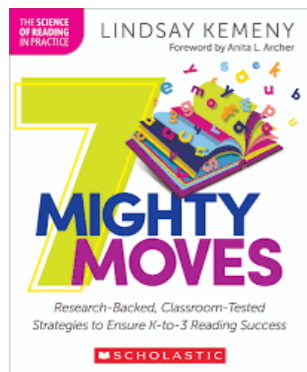
- read words, sentences and decodable passages

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

## *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



## Decodable Text: letter sound

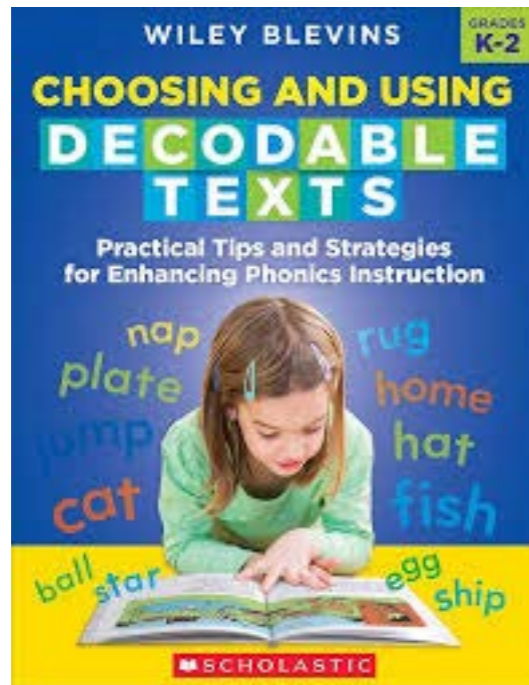


Is the cap on a mat?  
No! It is not on the mat.



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

# Decodable Text



Important to remember that students need access to a variety of texts for different instructional purposes

# Fluency

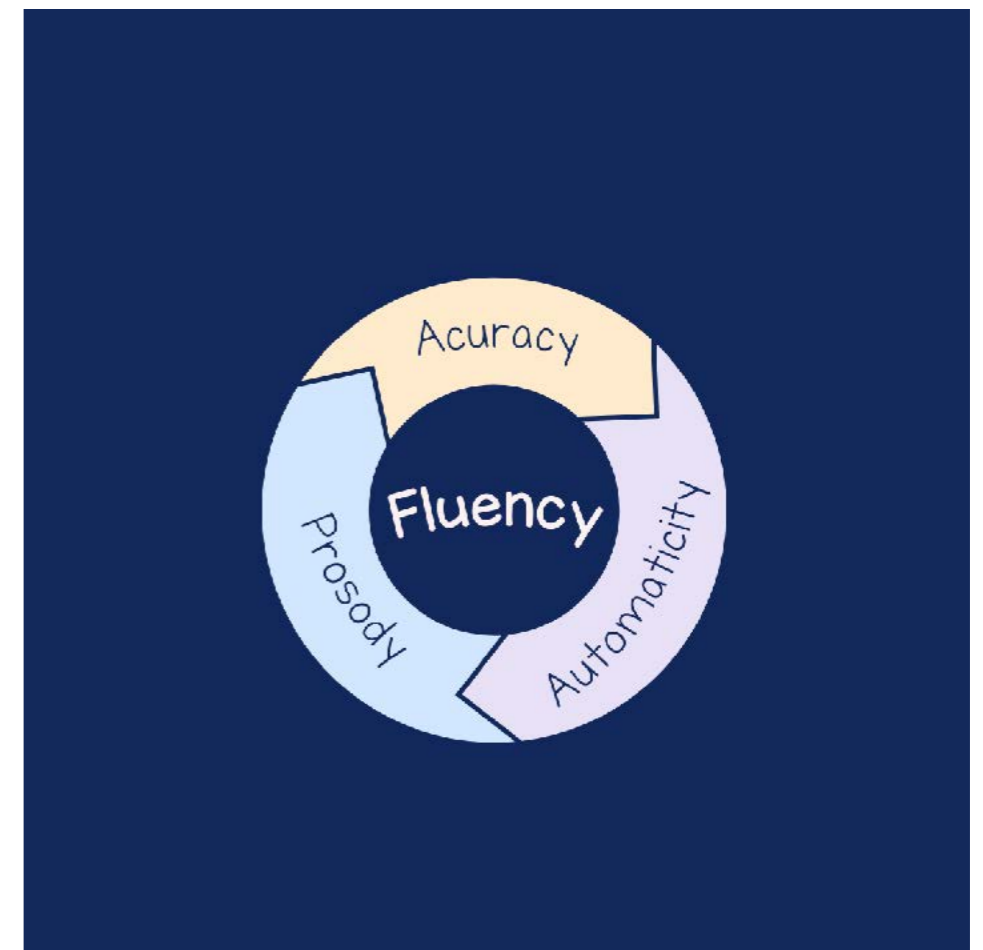
Fluency refers to the development of three components: accuracy, automaticity and prosody and provides the bridge between word recognition and comprehension (Duke & Cartwright, 2021)

**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 reader's natural voice and expression



# 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.

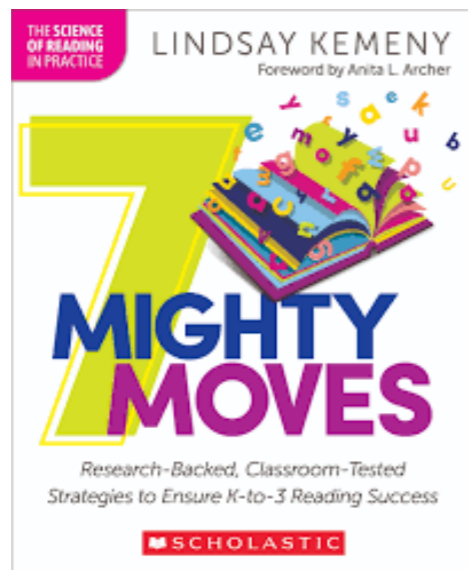
**Text level automaticity** is achieved through reading practice of connected text. Such practice can include repeated reading, choral reading and echo reading.

**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

# 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:

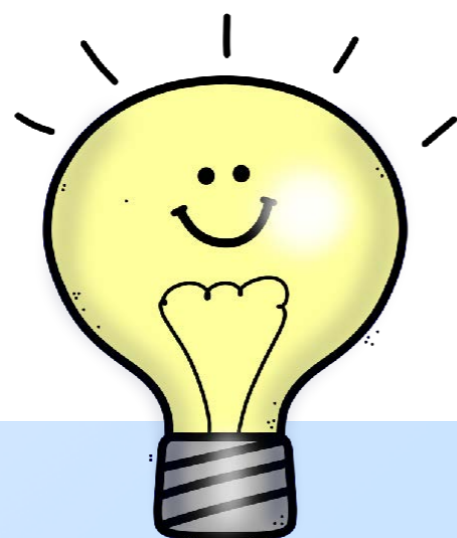
- Remember...fluency is not an isolated skill
  - subskills: phonemic awareness, sound-symbol knowledge, automaticity at letter or word level
- Small Group instruction affords specific, immediate feedback
- Model, model, model!!!
- Whole Group Reading including:
  - Read aloud, cloze reading, choral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




## 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



|   |  |  |  |
|---|--|--|--|
| <p>① <b>What's the Word</b><br/>Click on the speaker to hear the word, then say it.</p>   | <p>② <b>Tap the Word</b></p>  |  |  |
| <p>③ <b>Map the Word</b><br/>Sound out the word. Move a chip for each sound you hear.</p>   |  |  |  |
| <p>④ <b>Graph the Word</b><br/>Use letters to correctly spell the word.</p>   |  |  |  |

# 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](#)

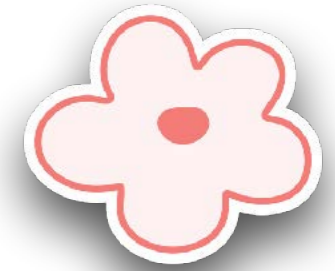
[International Dyslexia Association Ontario](#)

[Shanahan on Literacy](#)

[How We Learn To Read – Harvard Medical School](#)



# Provincial Outreach Program for the Early Years



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