



Provincial Outreach  
Program for the Early Years

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

# Learning Series - Day 1

## Foundational Literacy Skills

8:30am - 2:30pm

\*Handouts available at - [popey.ca/workshop-resources](http://popey.ca/workshop-resources)

Connect with us online!



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**Presenter:**  
**Traci Baillie**

POPEY



## Our learning objectives

In this workshop, we will explore a scope & sequence for foundational literacy skills, focusing on:

- evidence-based instructional routines for phonemic awareness, phonics, vocabulary, fluency, and comprehension
- strategies to support early reading and writing development



# The shape of our day

## Part 1

- introductions (Arrow Heights, Begbie View, & Columbia Park)
- the science of reading and learning; multi-tiered system of supports
- comparing three models of reading
- routines and strategies to support a scope and sequence for phonemic awareness instruction
- characteristics of a strong phonics instruction

## Break

## Part 2

- article - read solo, discuss in partners, share out...
- the reading brain, orthographic mapping
- high-leverage instructional routines for phonics instruction

## Lunch

## Part 3

- decodable texts - what, when, and why?
- building fluency, teaching vocabulary, and supporting both listening and reading comprehension
- nurturing young writers with mentor texts, bookmaking, and choice



## Ice Breaker - the reverse interview

Think about 1-2 you could teach someone. Something you would be **excited** to share with others.

- Write your name and your 2 "teach-ables" on a post-it note.
- Find someone from a different school.
- Swap post-it notes and take turns interviewing each other, by asking your conversation partner questions about their things.

- Travel
- Cooking
- Art
- Sports
- Music
- Dance
- Organizing
- Social Media Accounts
- Pets
- Home Renos



# The foundations of literacy learning

## The goal is for students to...

- be enthusiastic explorers of words:
  - ★ puzzle out letter-sound relationships
  - ★ see patterns
  - ★ take words apart
  - ★ investigate meanings
- connect to words in an active way  
To **expand** their reading and writing powers



Students learn HOW TO LEARN aspects of words, and develop efficient and powerful word-solving strategies



# It doesn't need to be either/or

➔ 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

Comprehensive = complete; including all elements or aspects of something

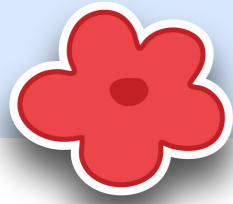


# De-mystifying the Science of Reading

The Science of Reading is

**NOT:**

- An ideology or philosophy
- A fad, trend, new idea, or pendulum swing
- A political agenda
- A one-size-fits-all approach
- A program of instruction
- A single, specific component of instruction such as phonics



# De-mystifying the Science of Reading

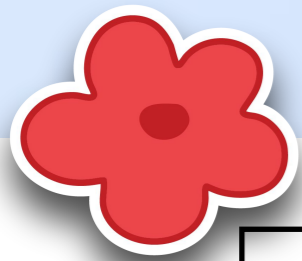
## The Science of Reading

**IS:**

- A vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing.
- Based on research that has been conducted over the last five decades across the world, and it is derived from thousands of studies in multiple languages.
- An abundance of evidence to inform:
  - how proficient reading and writing develop;
  - why some have difficulty; and
  - how we can most effectively assess and teach ...therefore, how to improve student outcomes through prevention of and intervention for reading difficulties.

**It is the science of learning**





# Structured Literacy-A Comprehensive Approach

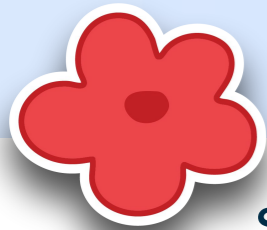
## WHAT is taught:

- Foundational skills
- Higher-level literacy skills
- All students benefit

## HOW it is taught

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

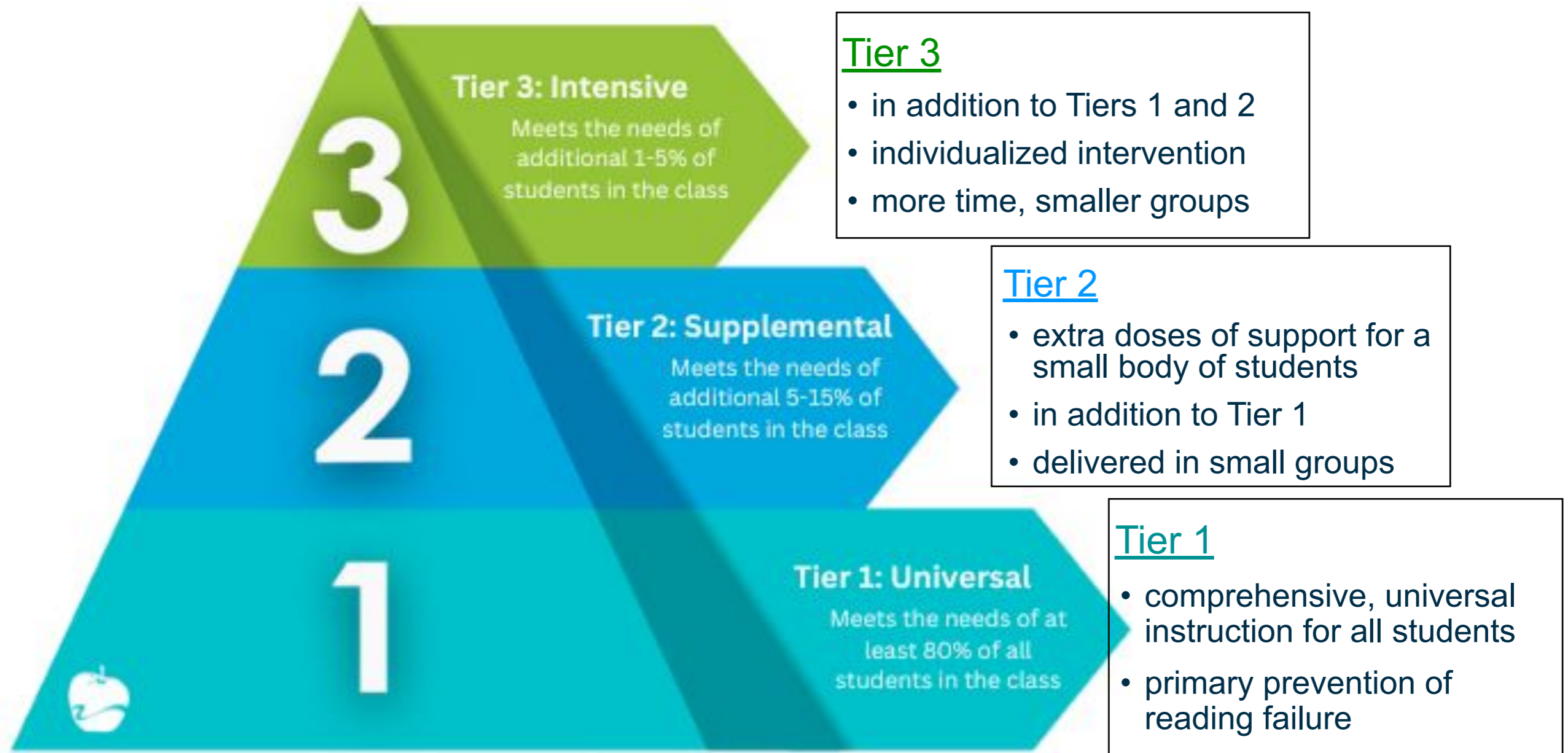
I Do. We Do. You Do.



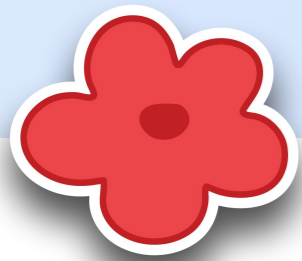
# MTSS - Multi-Tiered System of

## Supports

set up to be a continuum of instructional supports that are available to every student from day one of kindergarten

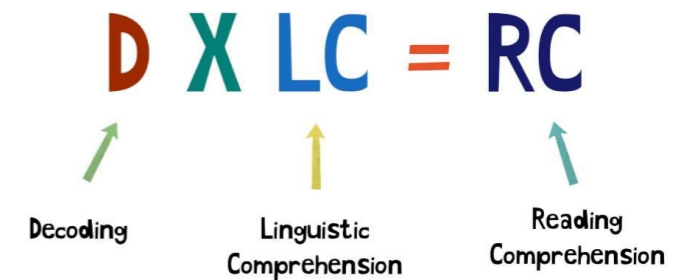


The MTSS model comes from the idea that we can prevent reading failure for the vast majority of students.

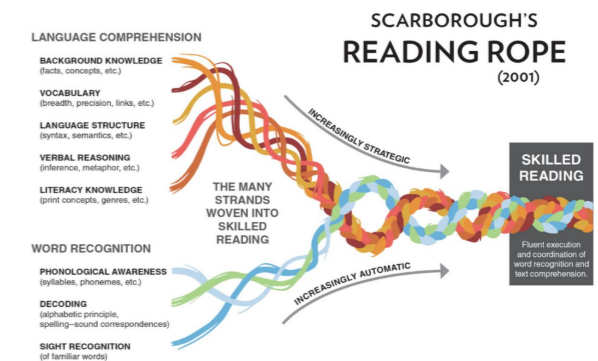


# Three Views of Reading

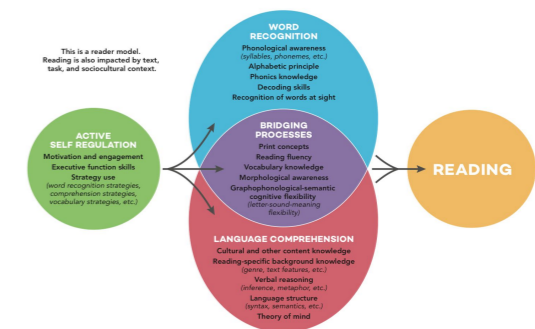
## Simple View of Reading



## Scarborough's Reading Rope

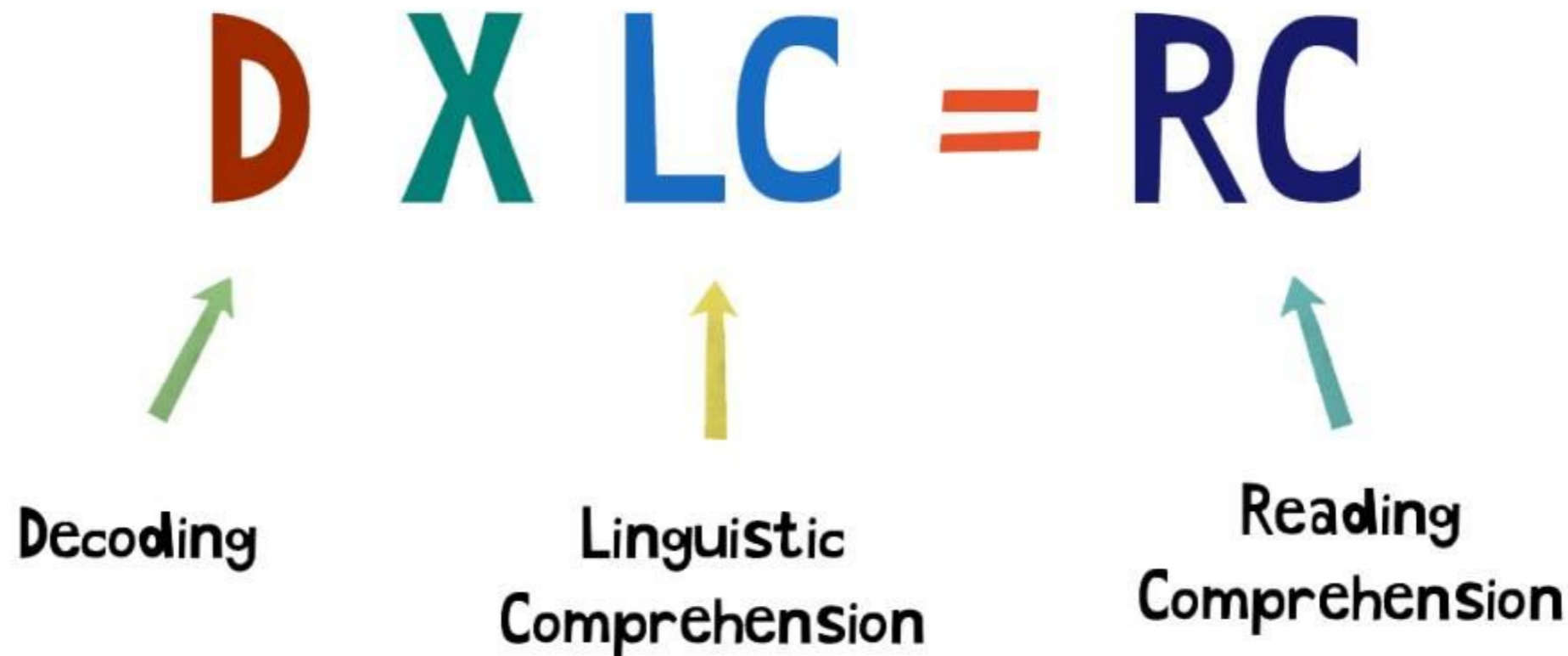


## Active View of Reading



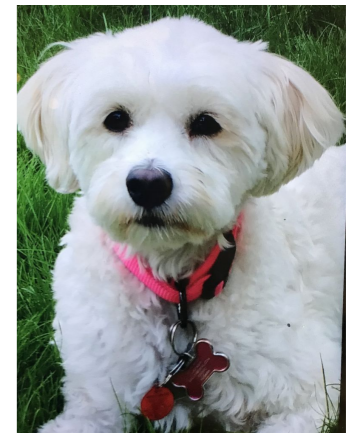


# The Simple View of Reading



Reading comprehension is the product of a person's ability to decode words (break them down into sounds) multiplied by their ability to understand meaning of spoken words and sentences..

Example:  
dog





# Scarborough's Reading Rope: A Visual Metaphor

## 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.)

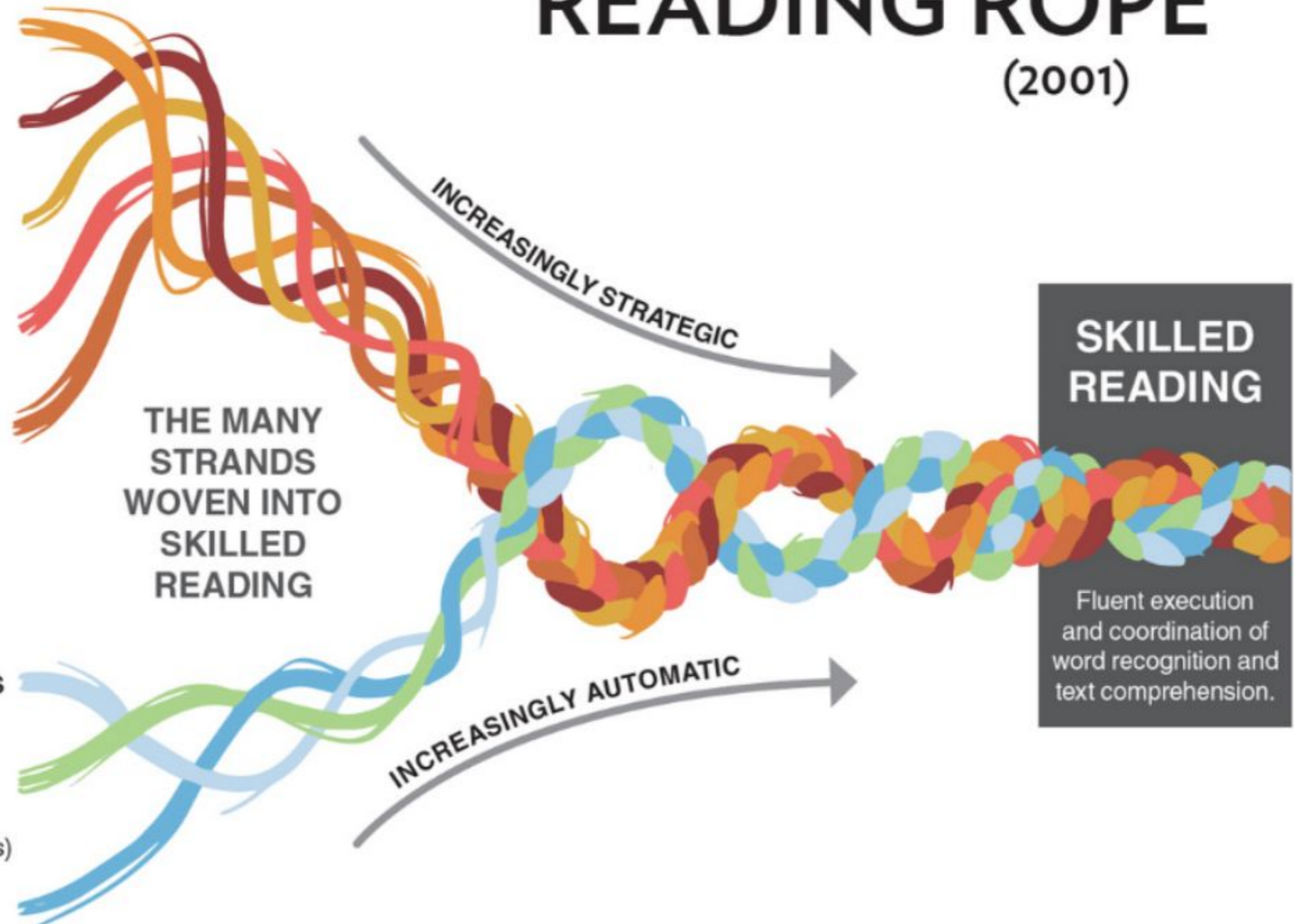
**LITERACY KNOWLEDGE**  
(print concepts, genres, etc.)

### WORD RECOGNITION

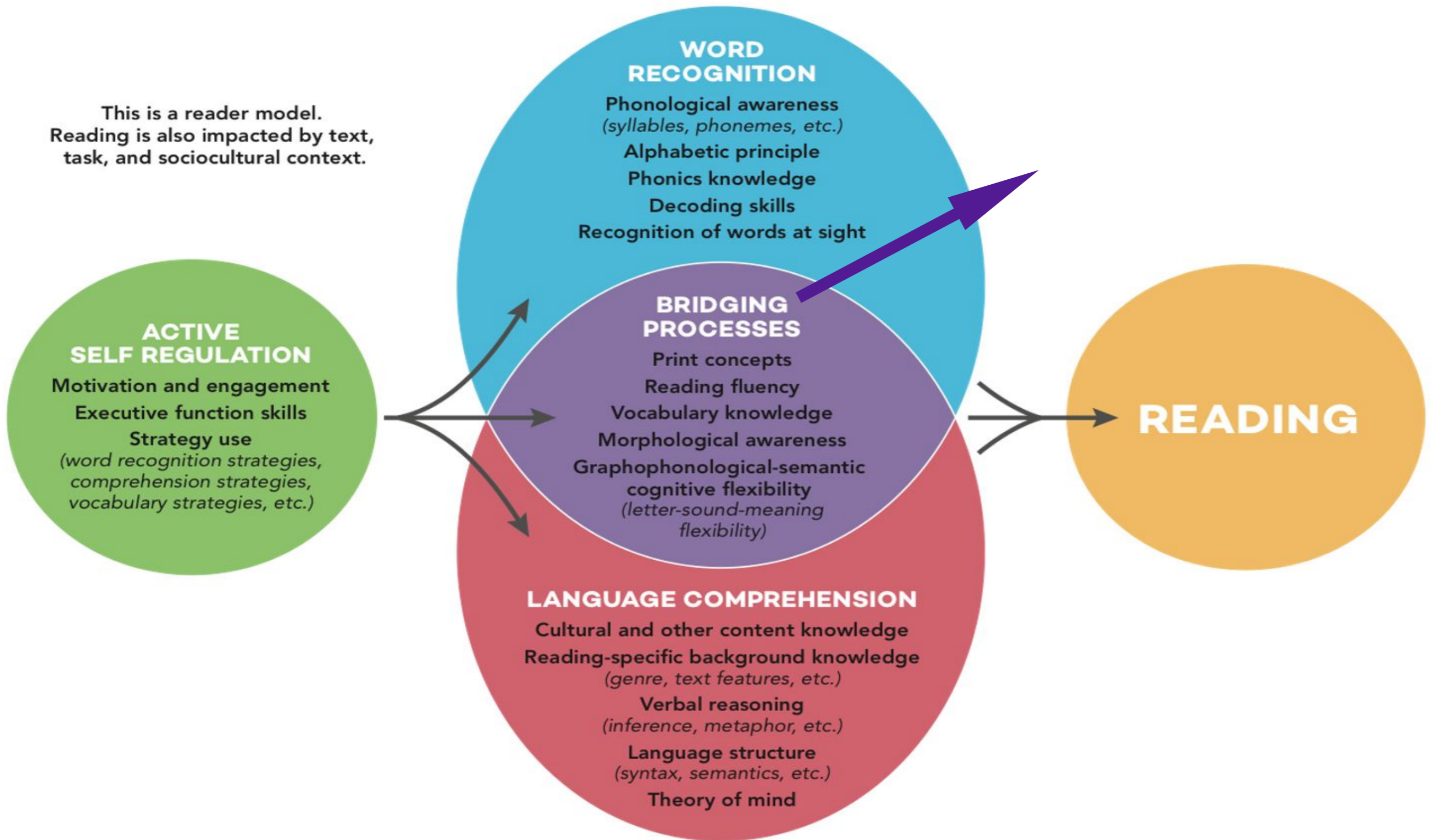
**PHONOLOGICAL AWARENESS**  
(syllables, phonemes, etc.)

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

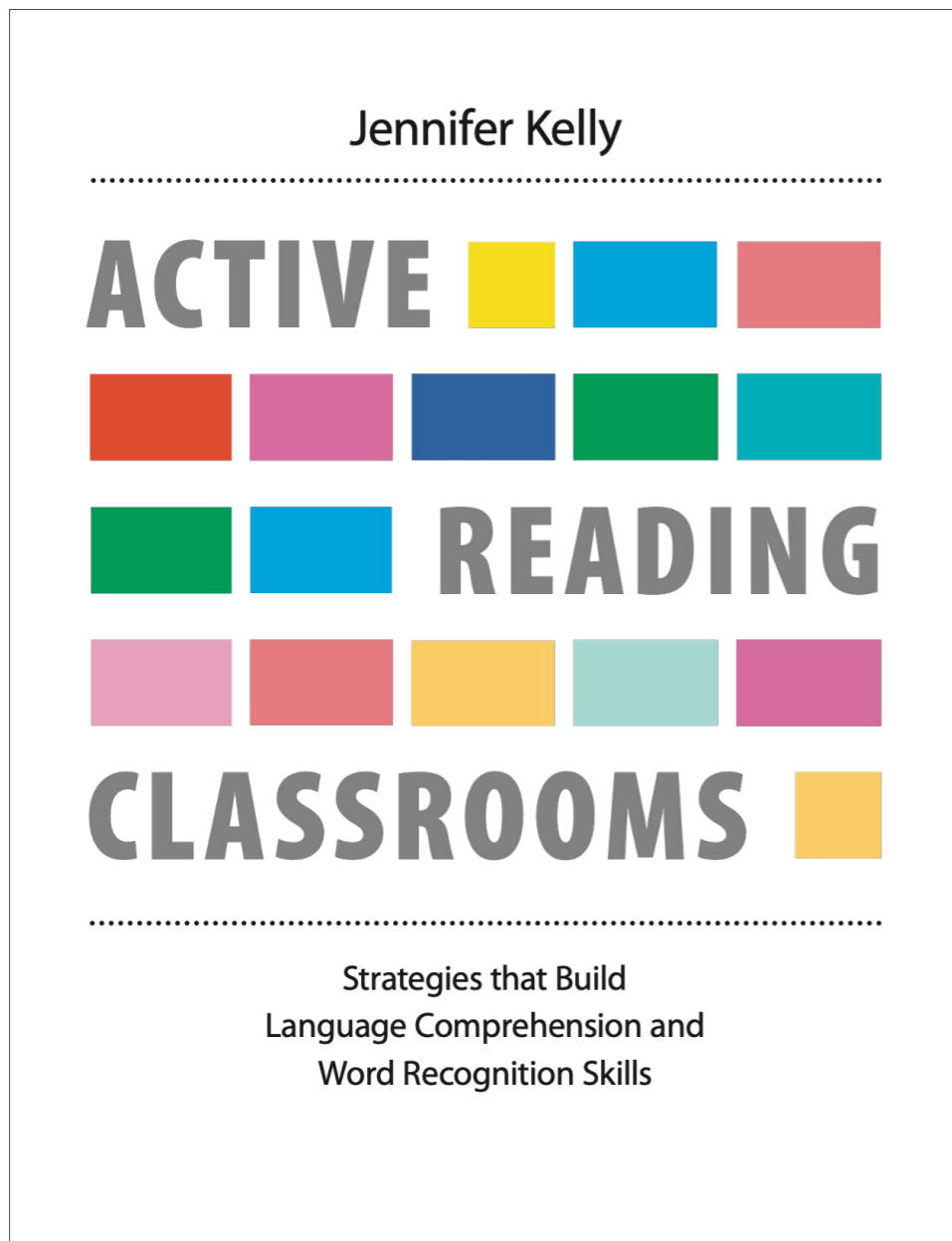
**SIGHT RECOGNITION**  
(of familiar words)



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

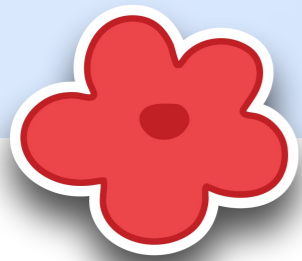


# The Active View of Reading: How it differs from other models



## Highlighted in Active Reading Classrooms:

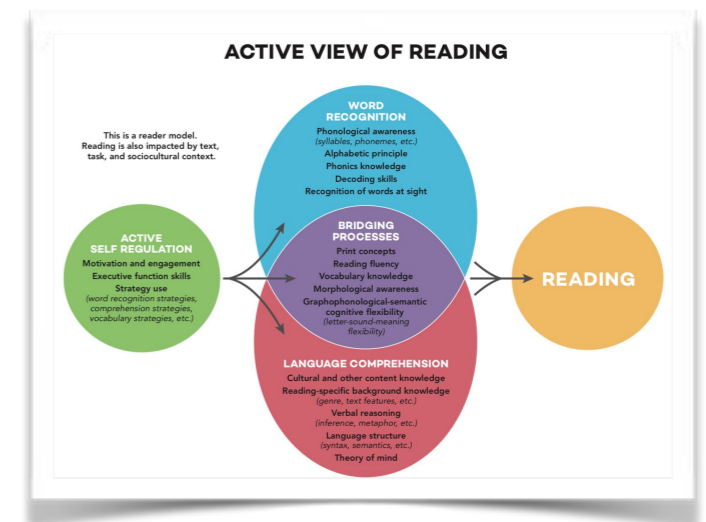
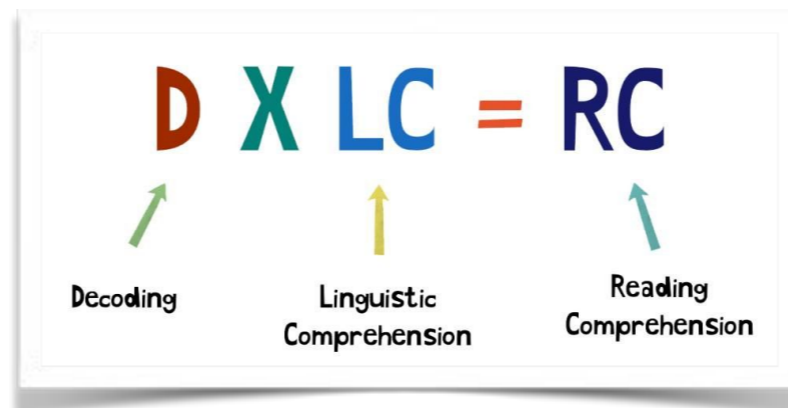
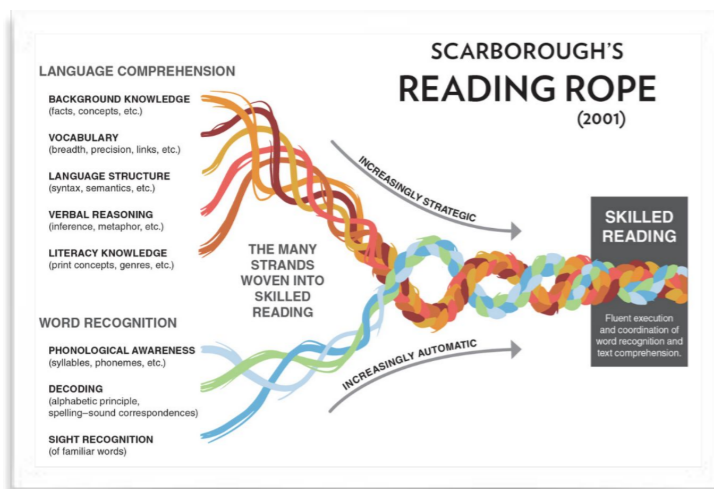
- Bridging processes - strengthen both word recognition and language
- Self regulation - students are not passive participants in reading
- Highlights the importance of cultural knowledge as part of the way we understand language around us



# Group Discussion...

Consider these 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:

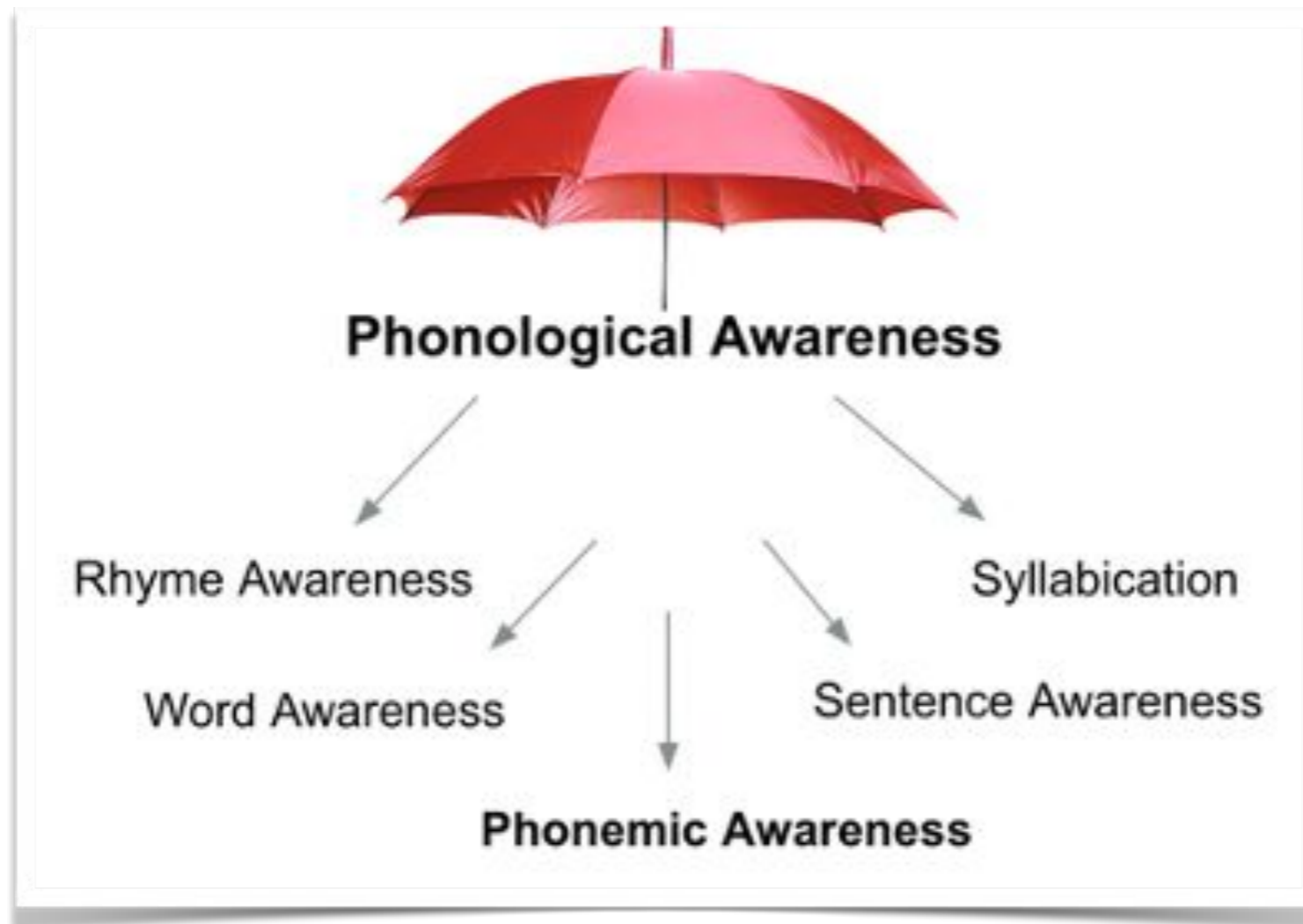
All three of these are **models/representations** of reading, not of reading instruction or learning to read. They describe the process of reading, the abilities one must marshal to read. - Shanahan, 2023





# Phonemic Awareness

the ability to notice and manipulate individual sounds in spoken language

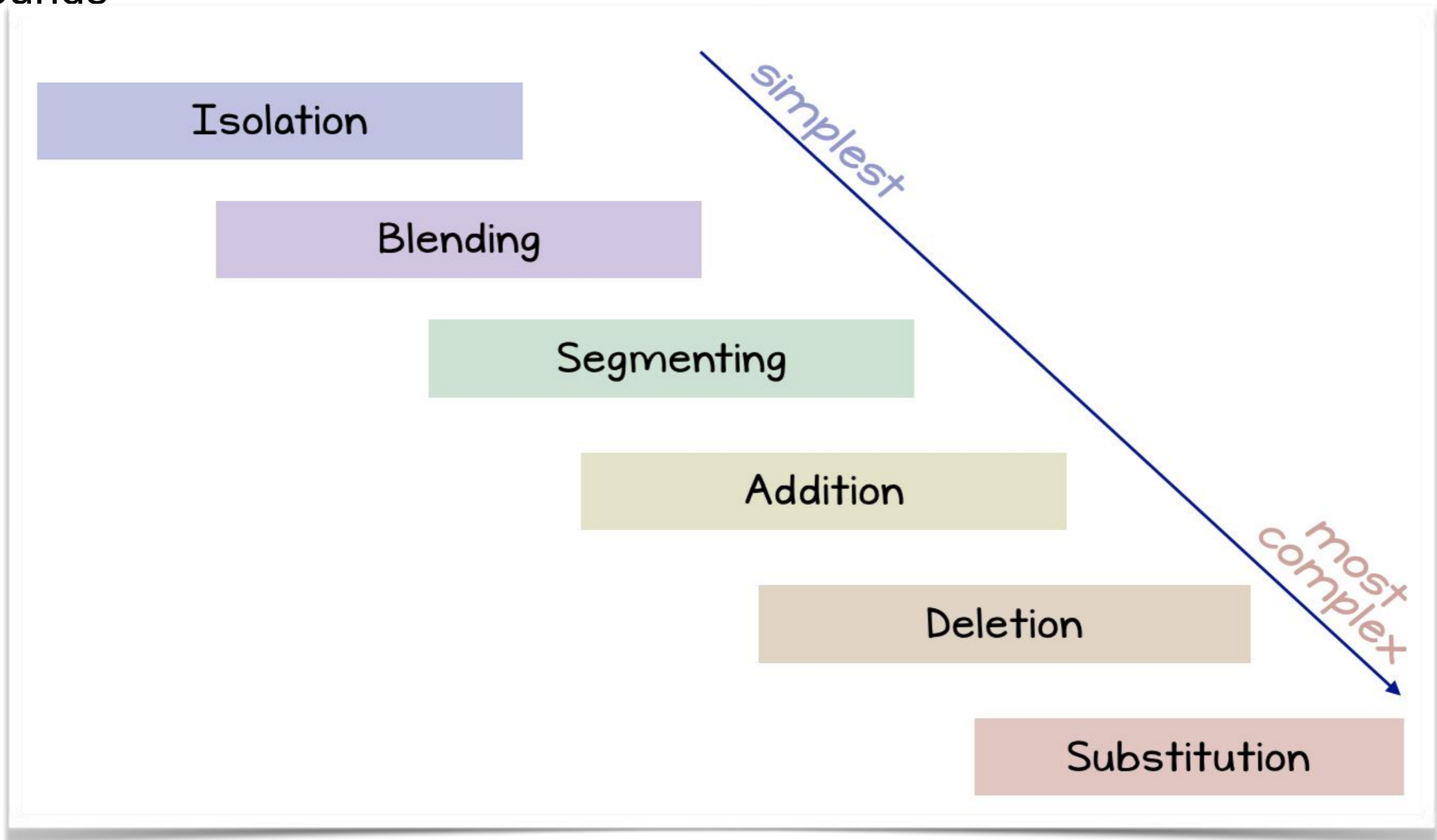


Over nearly four decades of research, “phonemic awareness has consistently been found to be the strongest precursor to, and predictor of, reading achievement” (Kenner, et al).



# A scope & sequence for phonemic awareness

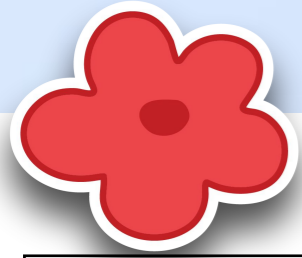
...the understanding that spoken words are made up of individual sounds





# Phonemic Awareness Instruction

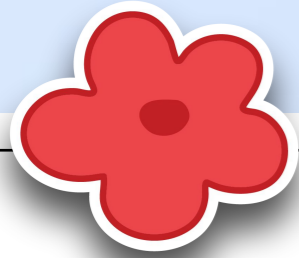
- ✓ Let's notice how sounds are made (articulatory gestures)
- ✓ Let's put sounds together to make whole words (blending)
- ✓ Let's take words apart (segmenting)
- ✓ Let's listen for sounds that are **the same** (isolation & discrimination)
- ✓ Let's take sounds off of words (deletion)
- ✓ Let's change one sound in a word to make a new word (substitution)



# 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



# Phonemic Awareness Instruction

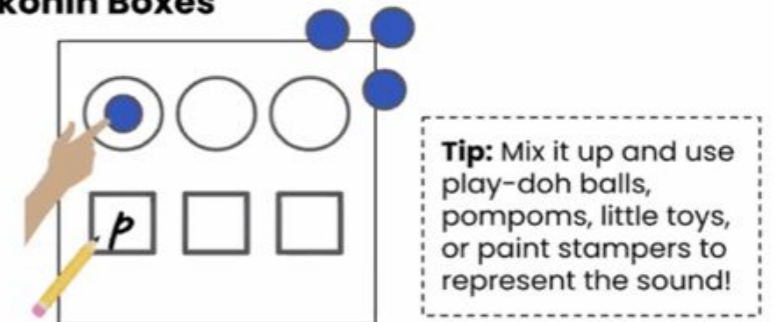
## Ideas for instructional strategies:

Use **manipulatives** to support phonemic awareness & orthographic mapping

- ★ Pop It fidget toys
- ★ Elkonin boxes + bingo chips
- ★ Race cars + tracks
- ★ Unifix cubes



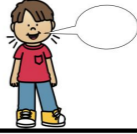





Elkonin Boxes



- Encourage gestures

- ★ Tap down arm
- ★ Finger/thumb tap

- Word Chains to build phonemic awareness and phonics skills at the same time

Say it 	Connect to Meaning 	Stretch it 
Tap it  ○ ○ ○ ○ ○ □ □ □ □ □		
Write it _____ _____		Check it!  



# One Minute - Whole Class Instruction

## Rhyme Repetition

T says word

pair  
Students

repeat:

**hop/mop ran/fan w  
et/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**

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

## Example

s:

go/no

yes/me

sad/mad

run/fun

rip/bag

## Example

s:

baker /b/

puppy /p/

dinner /d/

gentle /j/

happy /h/

## Example

s:

r-e-d

p-u-t

b-a-l

f-l-a-g

s-w-i-m

## Examples

hop

run

map

play

grab:



# Readiness Skills

The two best predictors of early reading success are **phonemic awareness** and a student's understanding of the **alphabetic principle**.



## Phonemic Awareness

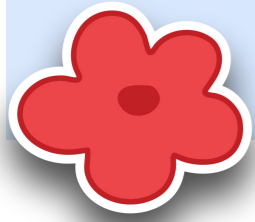
Students' ability to hear and manipulate the smallest units of sound in a word - phonemes

## Alphabetic Principle

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

“these skills open the gate for reading.” - Wiley

Blevins



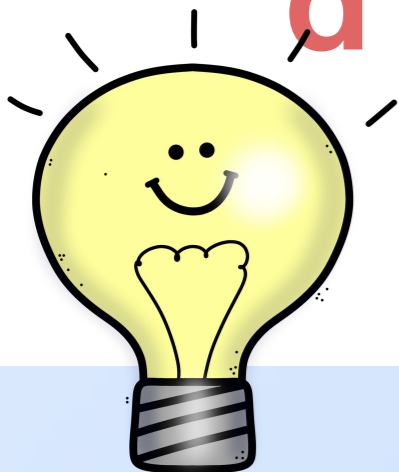
# Letter Sound Recognition & Alphabetic Principle

How many word 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*





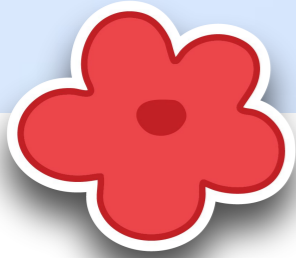
# Characteristics of Strong Phonics Instruction

**Phonics instruction teaches the relationship between letters (graphemes) and sounds (phonemes), and the ability to apply that knowledge in decoding unfamiliar printed words.**

- Systematic
- Explicit
- Cumulative

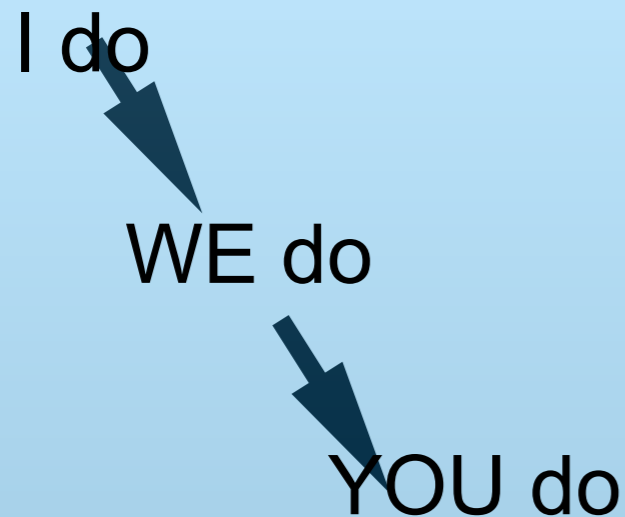


**Engaging \* Active \* Social \* Reflective**



## Mini-Lesson: time for students to do the heavy lifting

### Mini-Lesson Structure

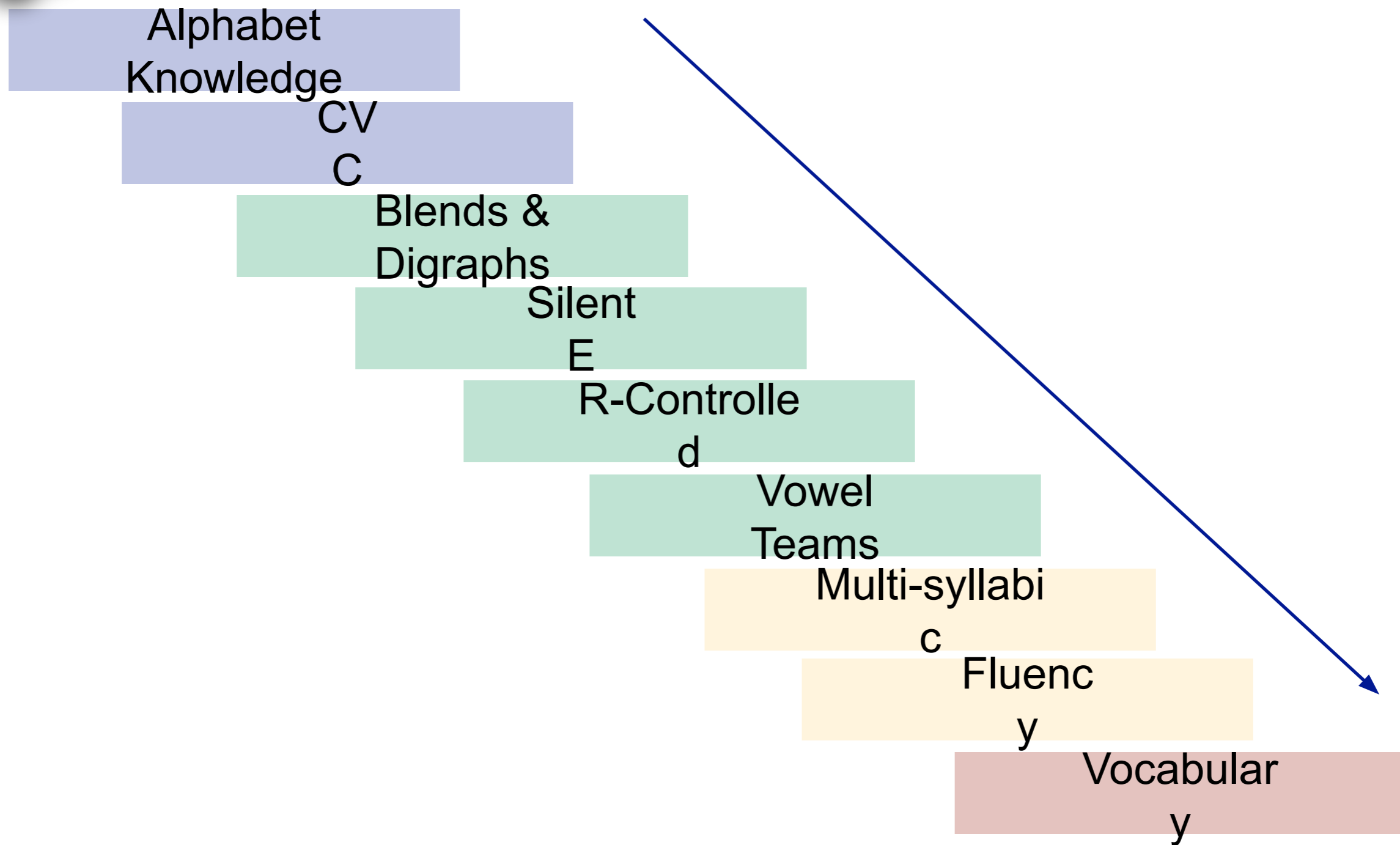


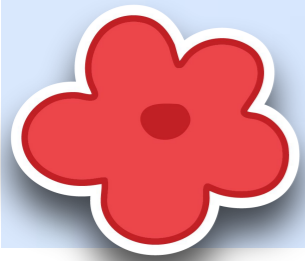
- mini, not maxi (five minutes)
- strategy-focused
- model, model, model
- direct and explicit instruction
- guided practice in a safe, supportive setting
- gradual transfer to independence

“Whoever does the **work** in the lesson does the **learning**” - Wiley Blevins



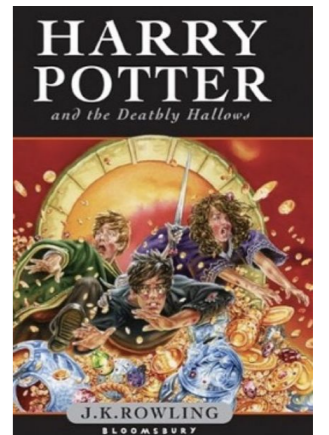
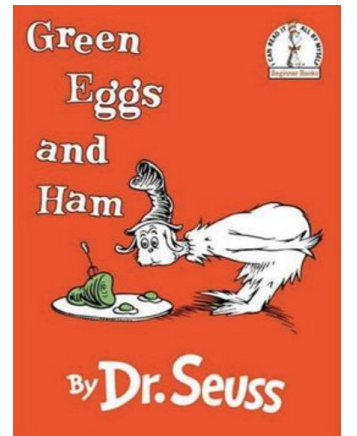
# A scope and sequence for phonics instruction

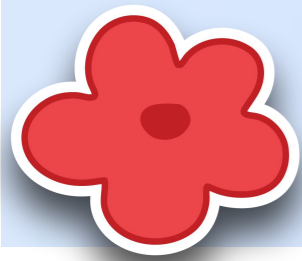




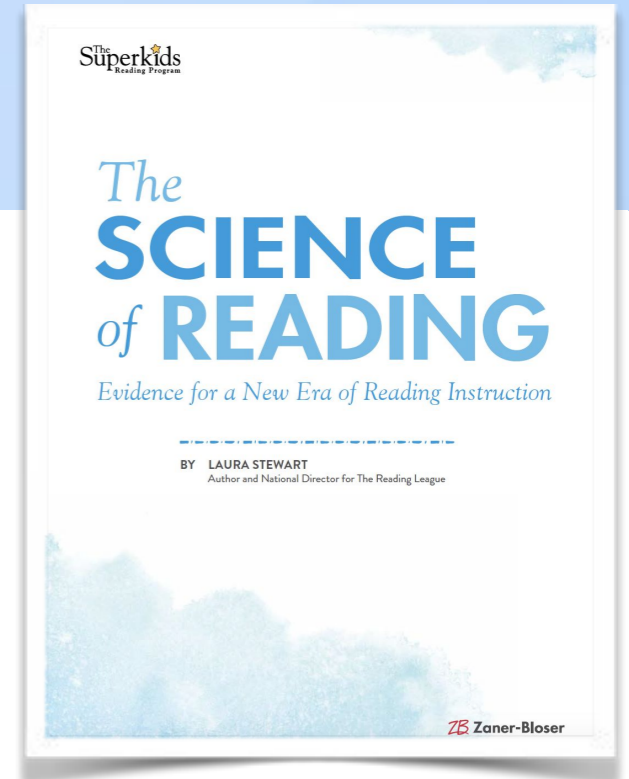
## Break...

- **Did you know**
- Dr. Seuss wrote *Green Eggs and Ham* with only 50 words?
- *Harry Potter* has been translated into over 80 languages, making it accessible book to children all over the world?
- *The Very Hungry Caterpillar*'s unusual format of the book (holes to "eat through") was considered too challenging and unconventional. Publishers rejected several times!





## After the Break...

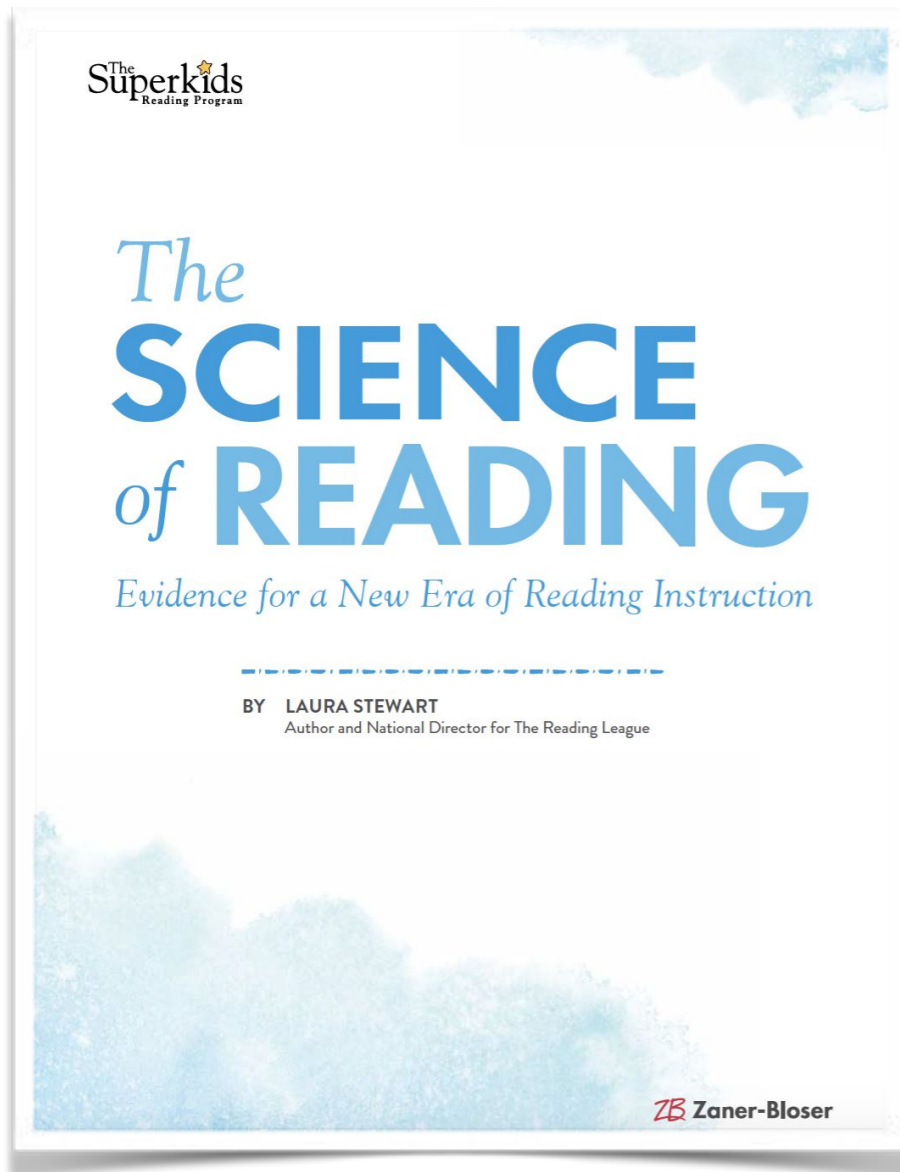
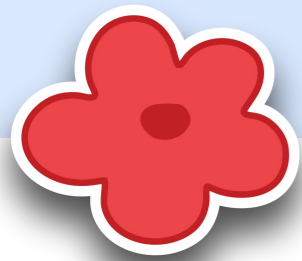


You  
will:

- Read the article **on your own** (15 minutes)
- Find a partner and discuss your **reflections, connections,** and **wonderings** in pairs of 2 (10 minutes)
- Join another pair to **make a quadrant** and share your **biggest takeaways** from the article (10 minutes)

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Reflect & Share: What are your mirrors? Windows? Next steps?



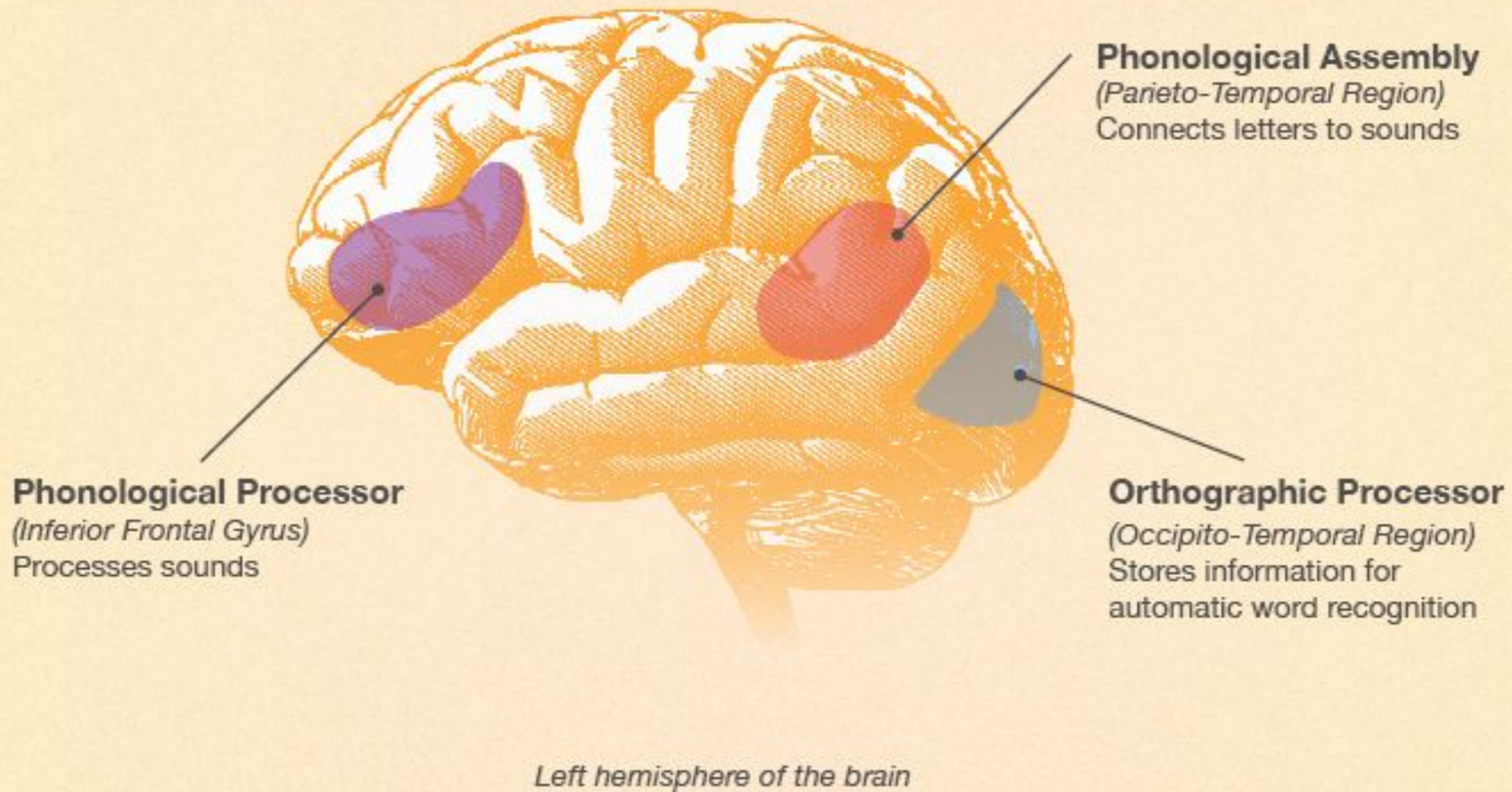
- . False theories about learning to read
- . The development of the reading brain and the connection between print and sound (alphabetic principle)
- . Models - simple view, the reading rope
- . What needs to be taught
- . Putting it all together & next steps
- . **Reflect:** What are your mirrors? Windows?
- . **Discuss:** wonderings, connections, conclusions

**“The neural circuitry that is necessary to read is created primarily through instruction.”**



# The Reading Brain

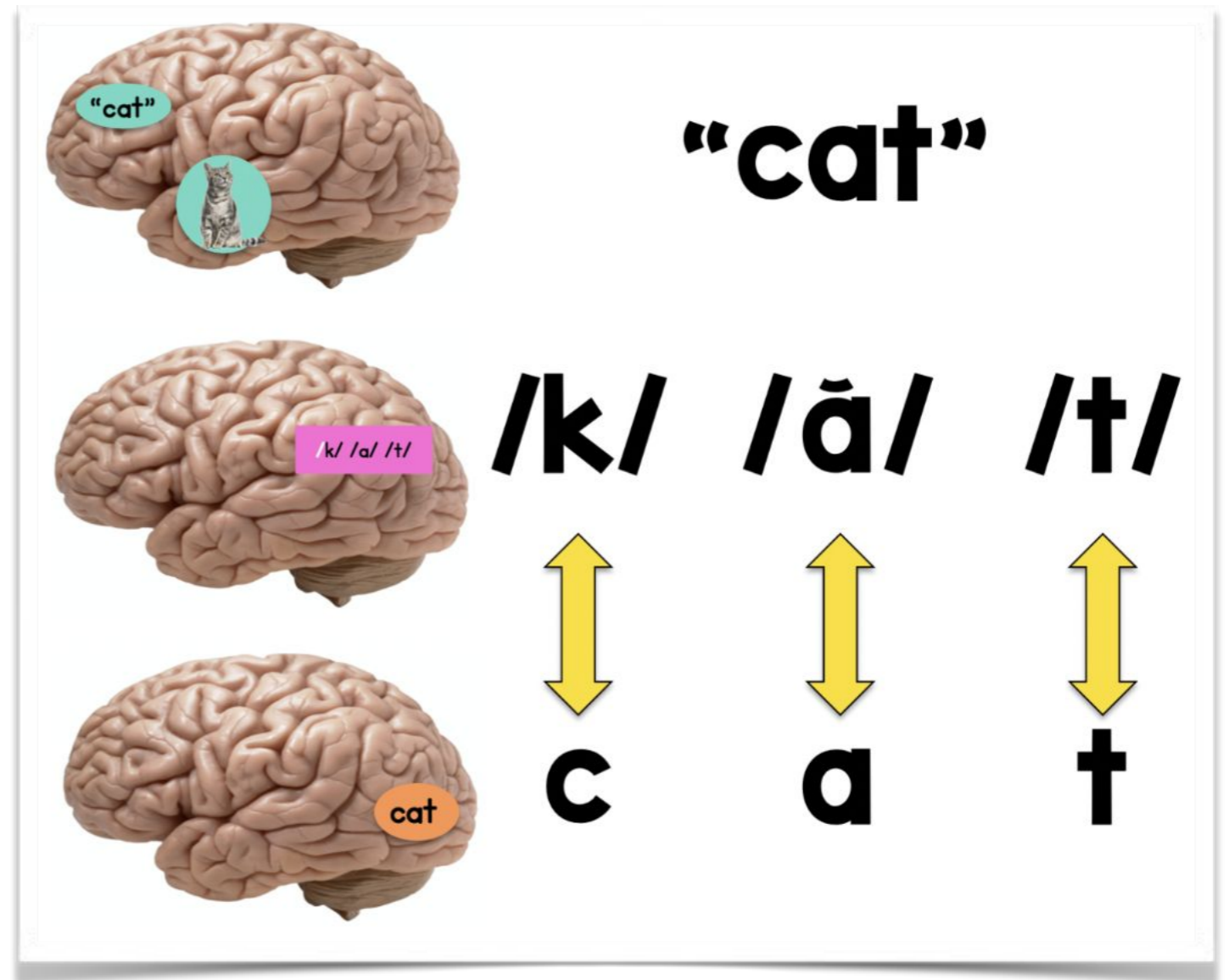
## REGIONS OF THE BRAIN ASSOCIATED WITH READING



## The role of orthographic mapping in learning to read

Each word has three forms:

- Meaning
- Phonology (sound)
- Orthography (spelling)

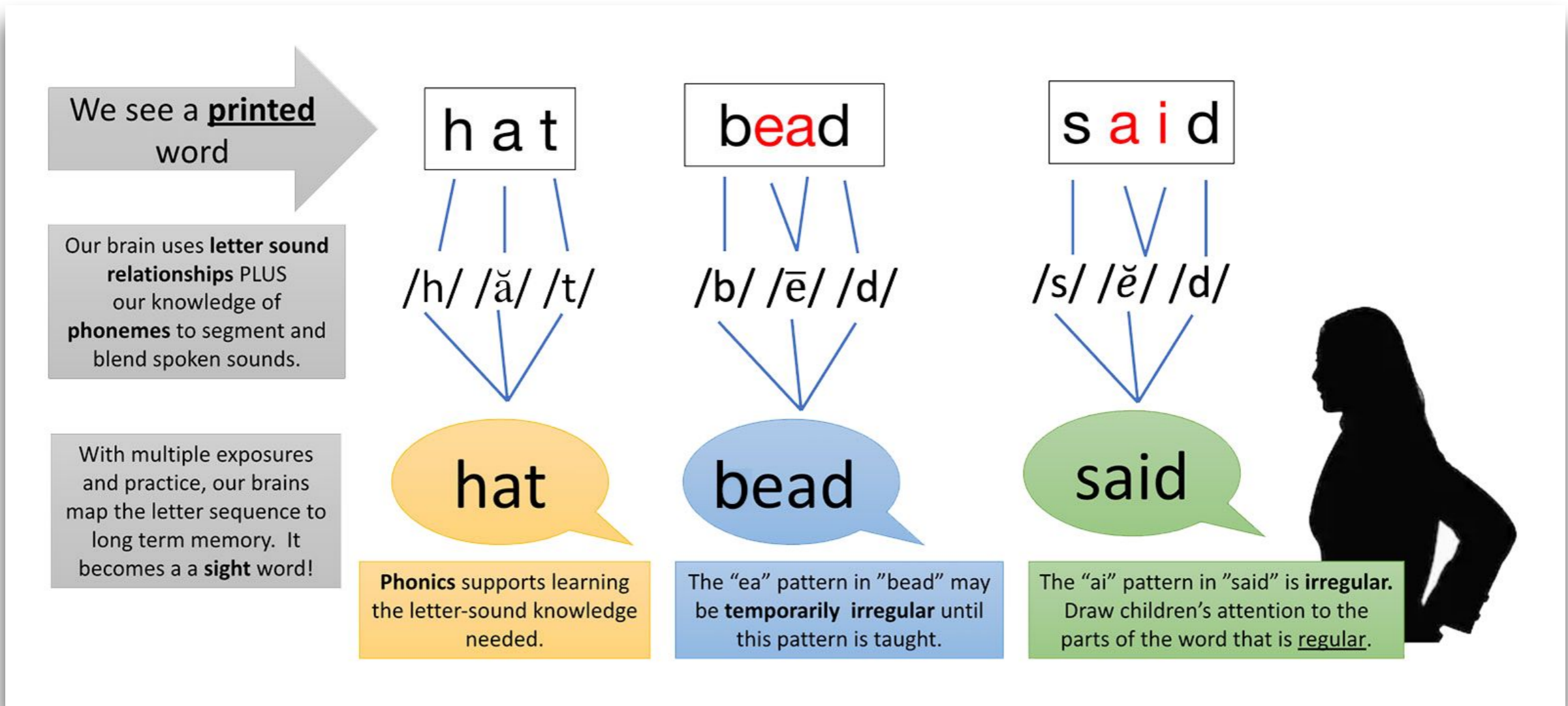






# The role of orthographic mapping in learning to read

The **process** of storing a word permanently in memory for instant retrieval is called **orthographic mapping**.



Creating a sight word involves **forming permanent connections** between a word's **letters**, its **pronunciation**, and its **meaning** in memory.





# Word Mapping

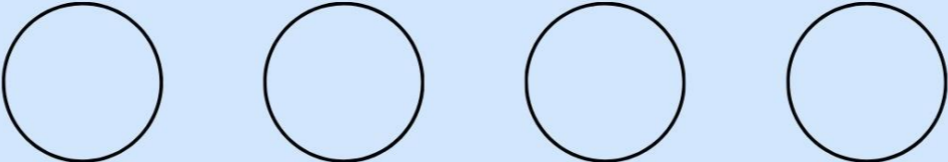
supporting the cognitive process of orthographic mapping

Word mapping is a physical way to represent the relationship between the phonemes (sounds) and graphemes (letters).

WORD MAPPING



 Say the word





d	u	c	
		k	

duc

 k 



# High frequency power words

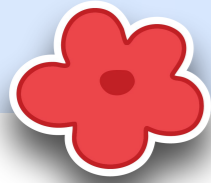
## 109 Power Words

Jan Burkins and Kari Yates © 2020 TheSixShifts.com

1	*the	21	be	41	which	61	into	81	made	101	get
2	*of	22	this	42	their	62	has	82	over	102	through
3	*and	23	from	43	said	63	more	83	did	103	back
4	*a	24	I	44	if	64	her	84	down	104	much
5	*to	25	have	45	do	65	two	85	only	105	before
6	*in	26	or	46	will	66	like	86	way	106	go
7	*is	27	by	47	each	67	him	87	find	107	good
8	*you	28	one	48	about	68	see	88	use	108	new
9	*that	29	had	49	how	69	time	89	may	109	write
10	*it	30	not	50	up	70	could	90	water		
11	*he	31	but	51	out	71	no	91	long		
12	*for	32	what	52	them	72	make	92	little		
13	*was	33	all	53	then	73	than	93	very		
14	on	34	were	54	she	74	first	94	after		
15	are	35	when	55	many	75	been	95	words		
16	as	36	we	56	some	76	its	96	called		
17	with	37	there	57	so	77	who	97	just		
18	his	38	can	58	these	78	now	98	where		
19	they	39	an	59	would	79	people	99	most		
20	at	40	your	60	other	80	my	100	know		

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

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



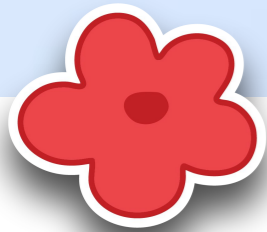
## High-leverage instructional routines for phonics instruction

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.**

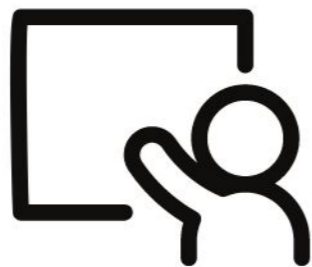


# Phonics Instruction: A Lesson Flow



## 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 experiences” (2017).

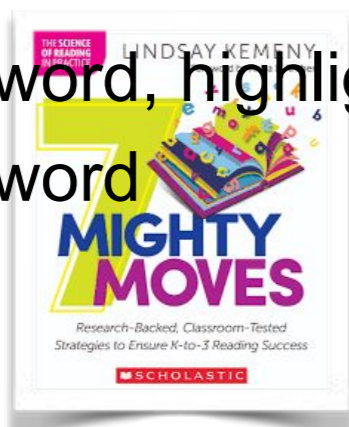


# Phonics Instruction

## 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
- Weekly progress monitoring is critical!



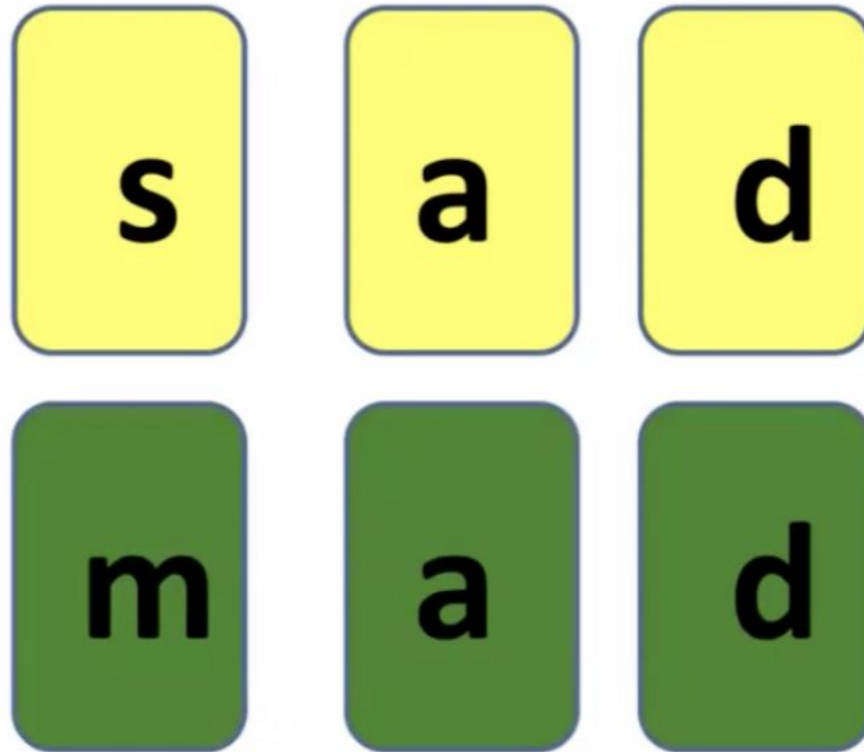
# Word Ladders - playing with sounds, letters, words

at	lo	bik
bat	lo	bik
cat	lo	bik
fat	lo	bik

**Easily differentiated to be responsive to your students' varied abilities & needs, and can be extended to a literacy centre for additional engagement & practice.**

## Teacher Language

(Begin with sad.) Change sad to mad.



## Skill

encodin

g  
decodin

g

This is sophisticated phonemic awareness work:

Students are substituting, deleting, and adding sounds (encoding). And then they're using their knowledge of spelling to create the new word, and then read (decode) the new word to make sure it's correct.





# Instructional Strategy: Word Chains

## Teacher Language

## Skill

(Begin with mat.) Change mat to sat.

encodin  
g

Change the S to an F.  
Now tell me what word you  
have?

decodin  
g

Change fat to fit.

encodin  
g

Change the F to an S. What word is  
that?

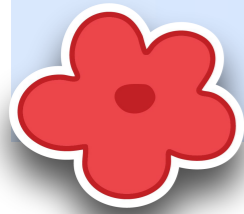
decodin  
g

What letter do you need to change sit to lit?

encodin  
g






Now add an S to the beginning of lit.  
What word do you get?

decodin  
g



# A Phonics Centre Activity - Letter Bank

## Word Awareness

1		l	e	g
2				
3				
4				
5				

Letter Bank

b d d e

e e

e

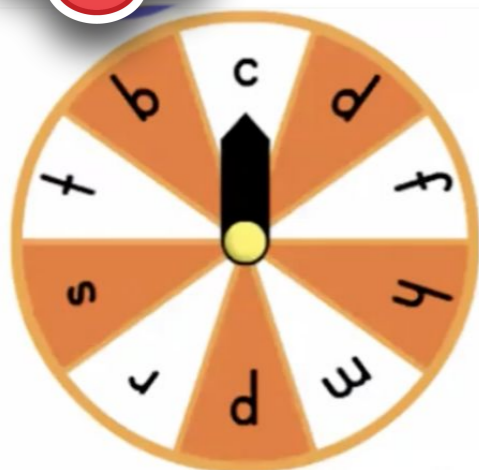
l n n

p s t

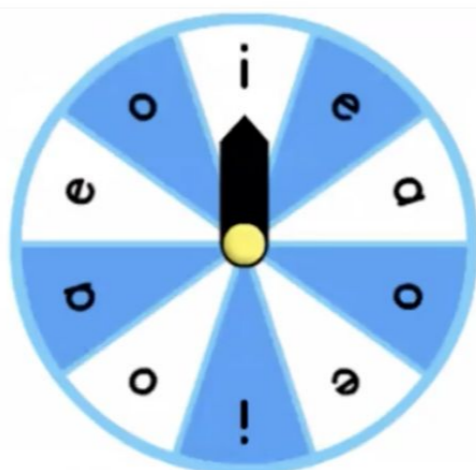


# A Phonics Centre Activity - Spin It

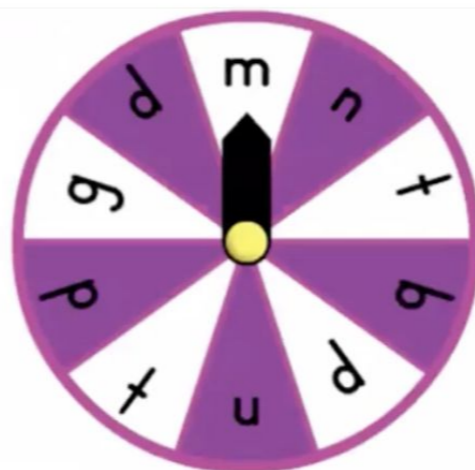
Word Awareness



Spinner 1



Spinner 2

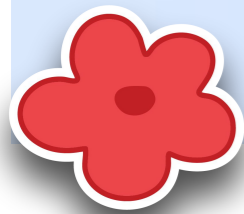


Spinner 3

TEAM 1

TEAM 2

Organize list by spelling pattern



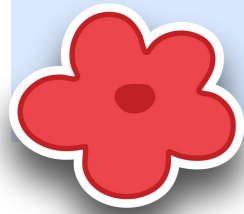
# A Phonics Centre Activity - Roll It

Word Awareness



TEAM 1		
-ear	-air	-are

TEAM 2		
-ear	-air	-are



# Spelling or Syllable Cards

High engagement. Targeted.

Students practice **decoding** and **encoding** by manipulating, deleting, substituting, and blending **recently taught** letters & sounds to make new words.



- Use small set of letter cards.

- Focus on target skill at first.

- Then fold in review skills.

- Do subset during small groups for students needing extra support.

sad sad sad  
 mad sat sat  
 bad hat sit  
 had had hit  
 hat

sad sad  
 mad mad  
 map map  
 tap mop  
 tan top  
 man tap  
 tan  
 man



road

show

w

grow

boat

blow

coat

row

goat

Word Sort

-o	-oa	-ow	oddballs

no mother soak know snow throw cold toast boat toad yellow soap were goal don't father show old yolk follow

Each sort should end with a question like:

What did you **notice** about these words?

or

What did you **learn** about these spelling patterns?

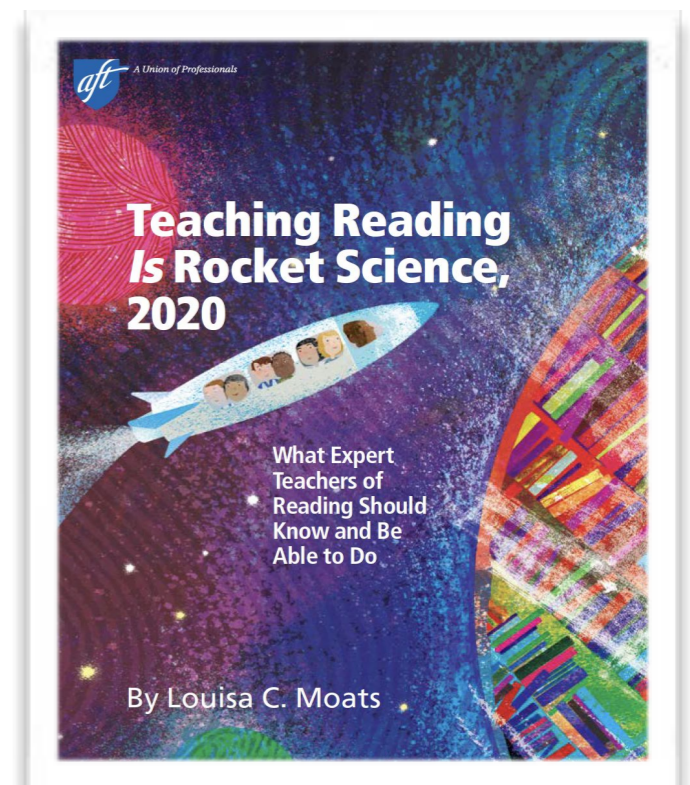


## Increasing Reading Achievement & Preventing Reading Failure

“Informed classroom instruction that targets specific language, cognitive, and reading skills beginning in kindergarten enhances success for all but a very small percentage of students with learning disabilities or severe dyslexia.

Researchers now estimate that 95 percent of all children can be taught to read by the end of first grade.”

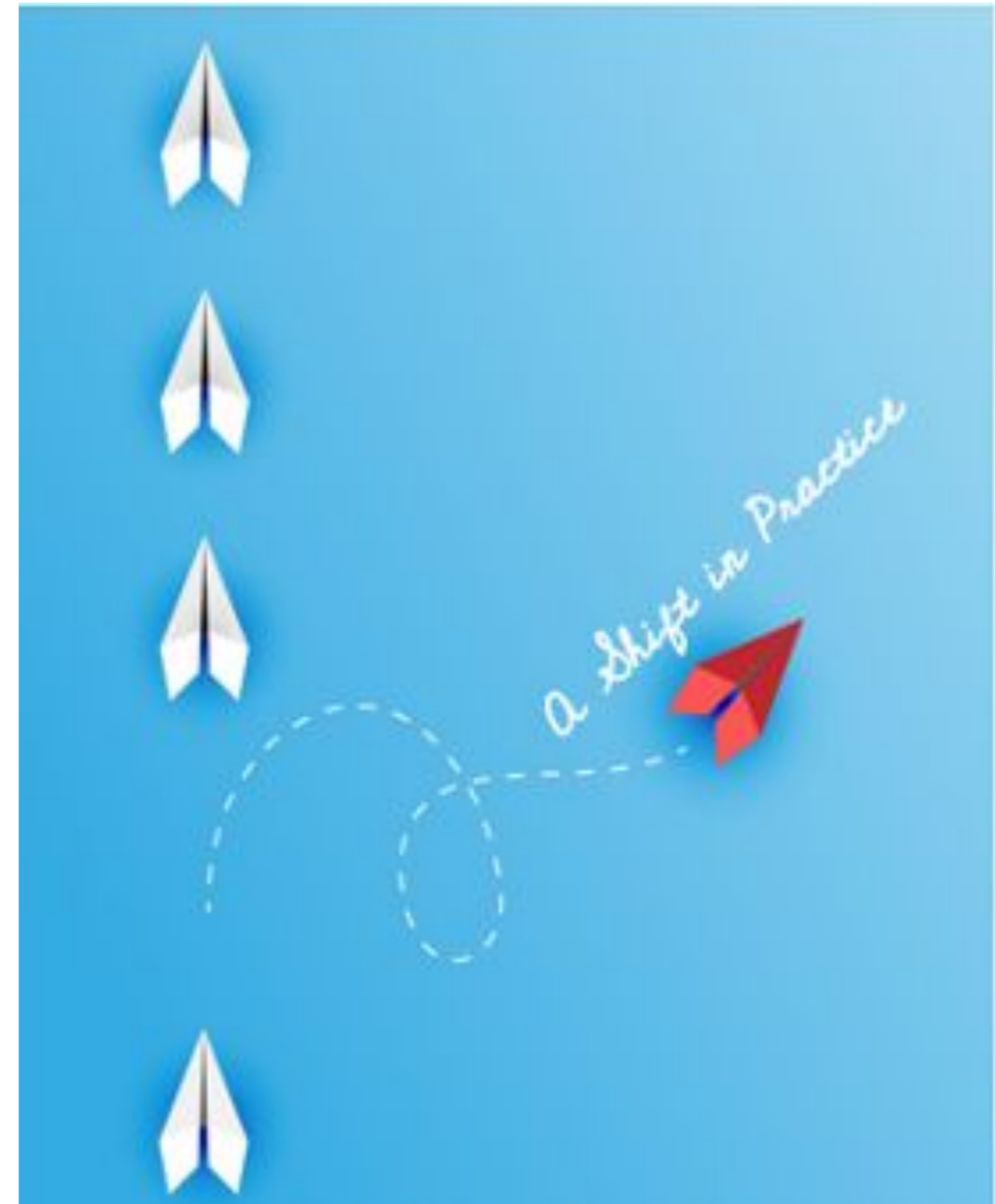
- Louisa Moats, teacher, psychologist, researcher & author



# An invitation

What is one thing you might:

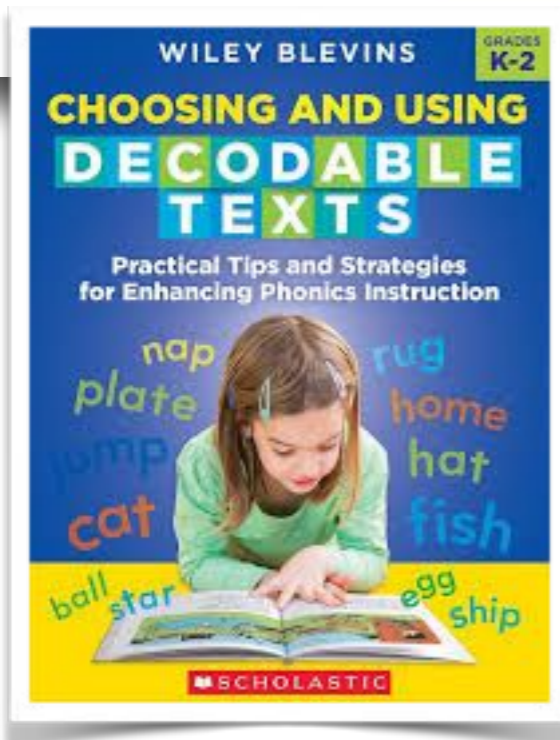
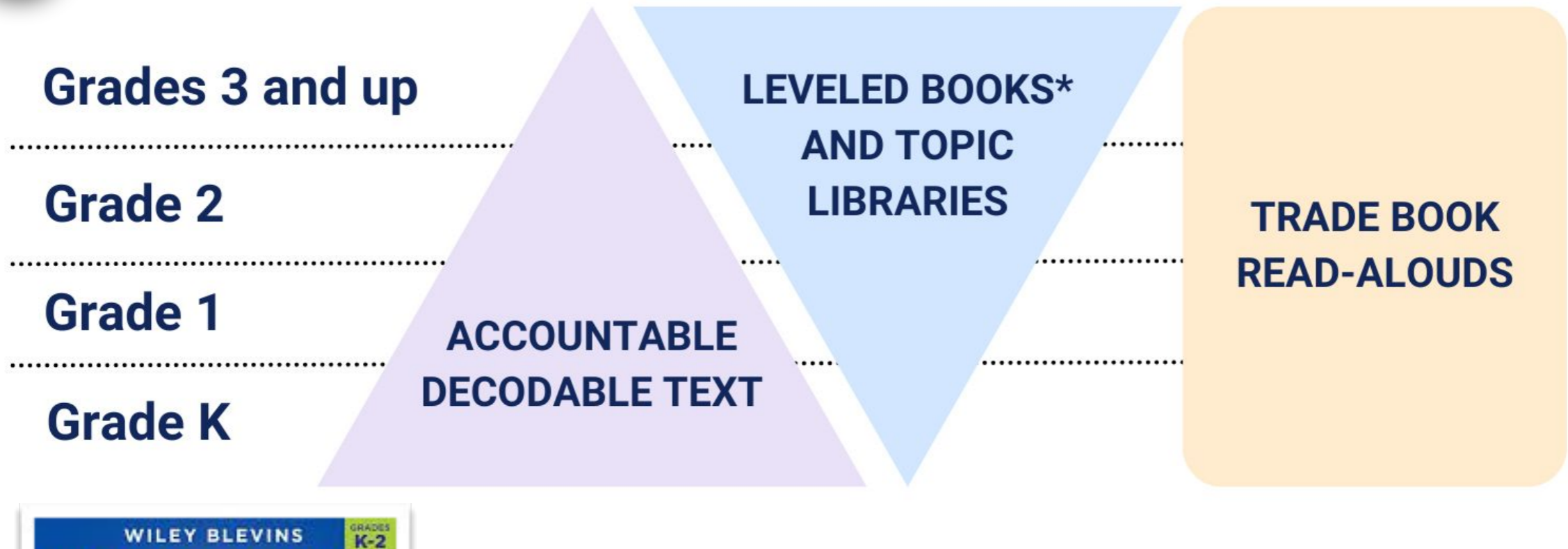
- Start
- Stop
- Keep





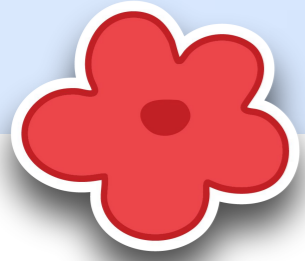
# Decodable

## Texts



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

# Decodable



## Texts

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

# Patterned, Levelled

## Texts



Two small, scruffy puppies are sitting inside a pair of brown, worn-in boots. The background is a solid red color.	Three puppies of various breeds are sitting in a field of green grass and small white and purple flowers. The background is a clear blue sky.
<p>Puppies get <b>into</b> lots of silly spots. 2 puppies are in the boots.</p> 	<p>Puppies get <b>into</b> lots of silly spots. 3 puppies are in the flowers.</p> 

# Decodable Texts: letter/sound



**Whole Phonics™**  
Decodable Books, Workbooks, and More



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.



# Considerations for choosing

## books

Questions to ask when considering beginning texts:

The three tensions...

Decodability

How regular are the words in the text?

Predictability

Do the patterns and/or illustrations make the words easy to predict?

Novelty

Will students encounter new words built from familiar sound-spellings?

Redundancy

Are words or spelling patterns repeated to give student's practice with them?

Orthographic

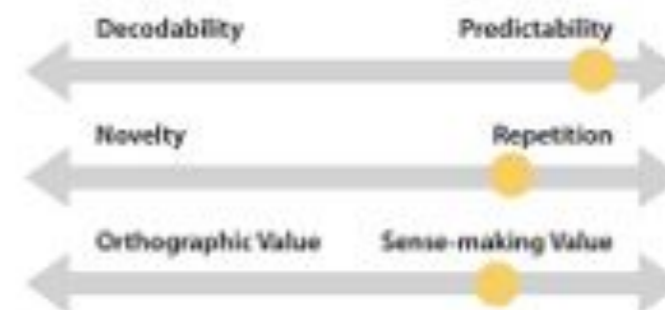
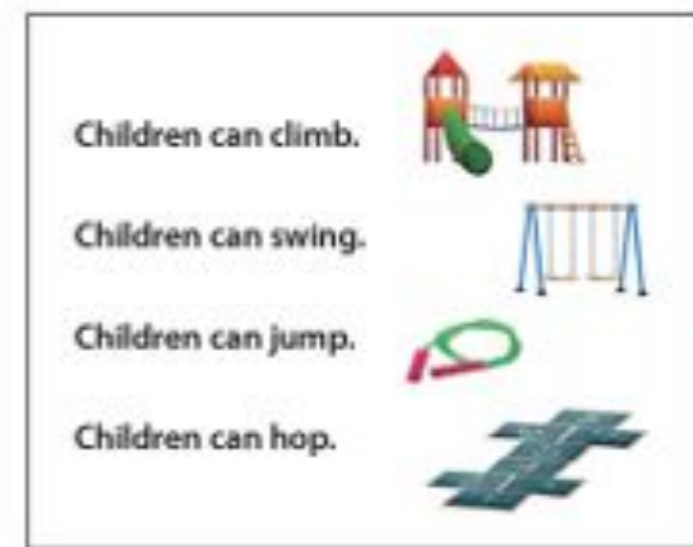
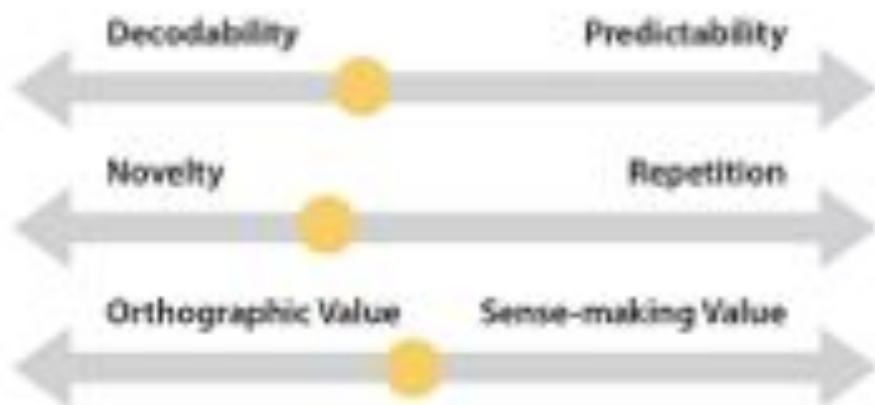
Value  
How aligned is the text with the student's current phonics knowledge?

Sense-making

Value  
Does the text make sense?  
Does the text engage the reader in thinking?



# Different texts for different purposes



Shifting the Balance by Jan Burkins and Kari Yates. Copyright © 2021.



# Decodable Text

Using decodable text is important  
because...



Using decodable text is important...  
but...



Using decodable texts is important  
so...







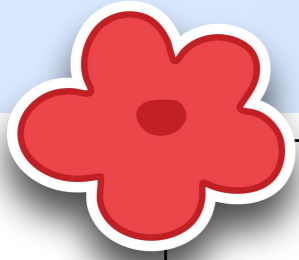
# Fluency

accuracy, automaticity,  
prosody

Fluency is the ability to read text accurately, at an appropriate pace, with expression.

---

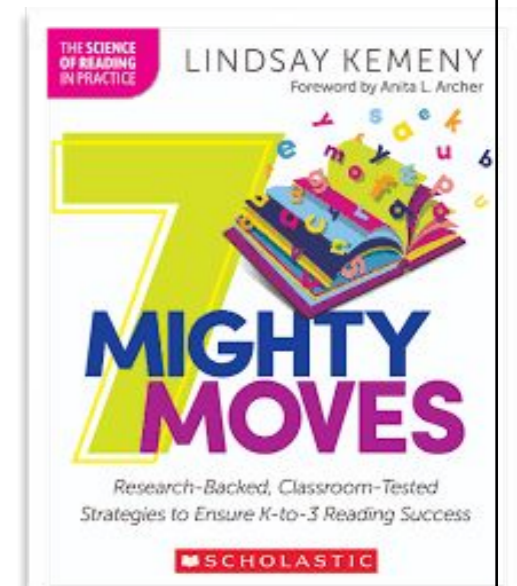
- As decoding is automatized, students increase their ability to read texts fluently, freeing cognitive resources to focus on the meaning of the texts.
  - Reading fluency develops as a result of strong instruction in other core components of literacy: phonological awareness, phonics, and vocabulary.
  - Fluency develops over time, through practice.
-

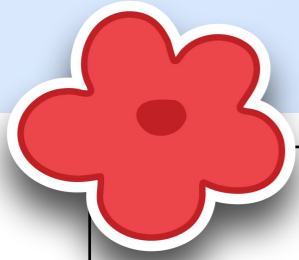


# Building Fluency

## Ideas for instructional Strategies:

- 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

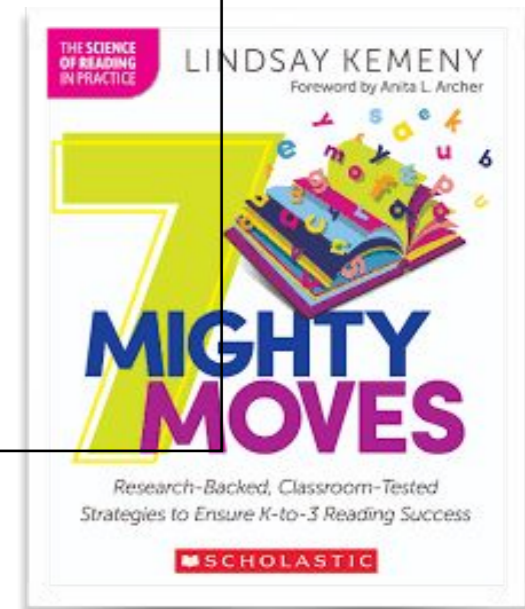


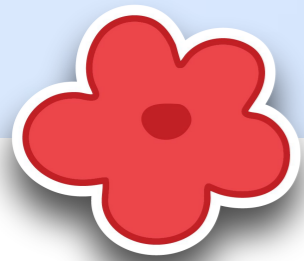


# Building Fluency

## Keep in mind:

- More than just reading fast
- Remember...fluency is not an isolated skill; subskills: phonemic awareness, sound-symbol knowledge, automaticity at letter or word level
- Don't teach phonics in isolation
- Avoid “round robin” reading
- Be mindful of how you use independent reading time





# Vocabulary

## Why teach vocabulary?

- A rich vocabulary supports learning about the world, new ideas, and enjoying the beauty of language
- A rich vocabulary enhances what an individual wants to say and write
- Vocabulary knowledge is strongly related to reading proficiency
  - tightly related to reading comprehension in primary, intermediate, high school, and adults

**READ**

**WRITE**

**SPEAK**

**LISTEN**

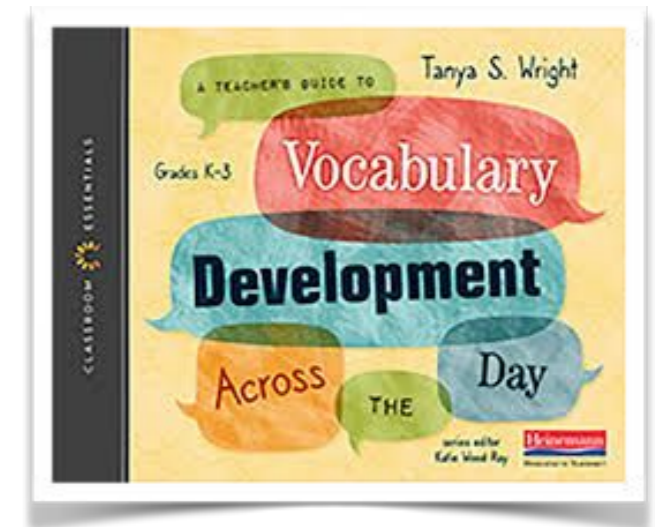
**LEARN**



# Vocabulary Instruction

## Keep in mind:

- Prepare student friendly definitions
- Learners need repeated exposure in meaningful contexts
- We learn words that are relevant, meaningful and useful
- We learn words when we have opportunities for active engagement with those words





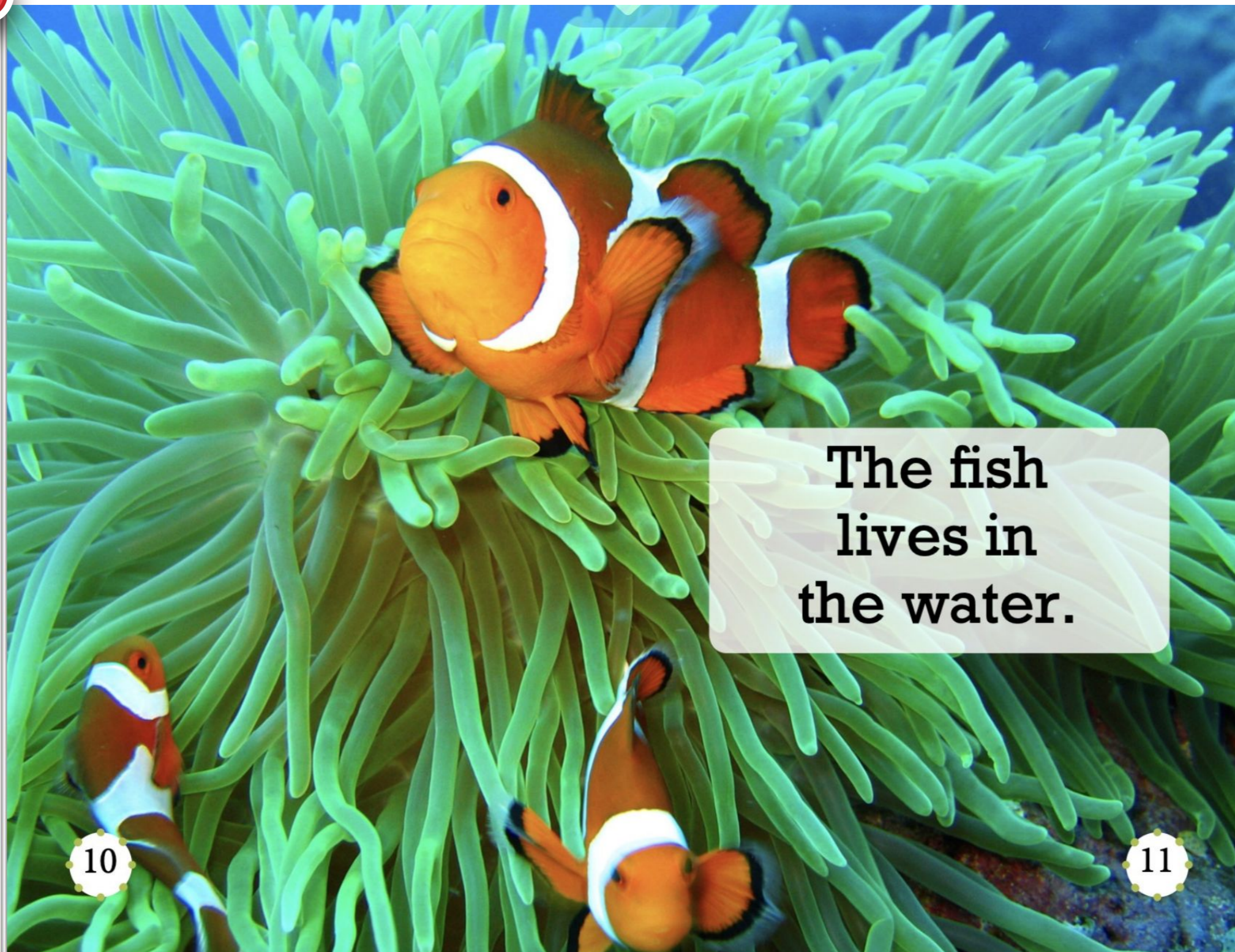
# Vocabulary Instruction

## Ideas for Instructional Strategies:

- Rich read aloud
  - Planned, pre-selected vocabulary, re-read, connect to content in Social Studies or Science, opportunities for active engagement
- Use text sets
  - [www.readworks.com](http://www.readworks.com) (Article a Day)
- Read - A LOT!
- Use and model sophisticated language, starting in Kindergarten
- Model being word curious!
- Dive into morphology - look for word parts



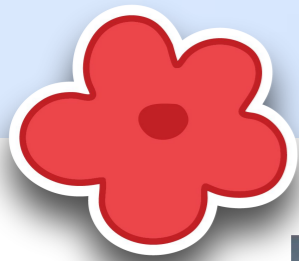
# Listening Comprehension & Vocabulary



**The fish  
lives in  
the water.**

10

11



# Listening Comprehension & Vocabulary



## Chapter 1

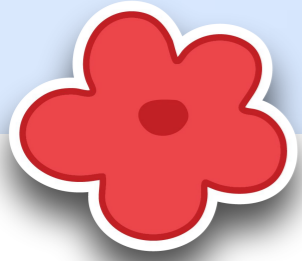
### HEADING HOME

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.





# Listening Comprehension & Vocabulary

## 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.

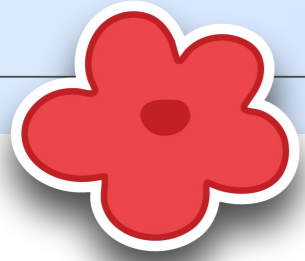
**mucus (MYOO-cuss):** Mucus is a thick liquid that protects parts of the body. Mucus covers a salmon's scales.

**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.



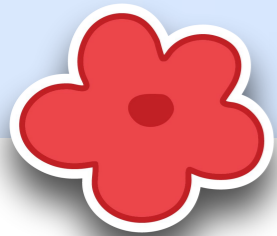
# Reading Comprehension Strategies

Reading is an **interactive process** involving **decoding words** and **constructing meaning**.

**Background knowledge and vocabulary are key for comprehension.**

Students need direct, specific strategy instruction and comprehension-building practice:

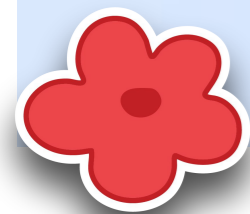
- modelling of comprehension
- asking students retell what they've read
- prompting or questioning before, during, and after reading



## 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.



## Invitations to Reflect on Our Current Practice

**Take a few minutes to reflect on your current practices:**

**What practices are you using that work well?**

**What new idea(s) do you want to try?**

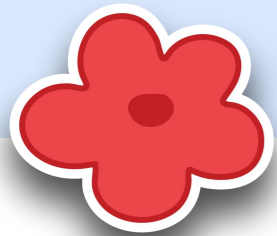
**Then: Share **one** reflection with your table group, round robin.**

# Teach the writer, not the writing.

-Lucy  
Calkins



Image from  
[EskiPaper.com](http://EskiPaper.com)



## 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.



# 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 our actions**



# 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.**

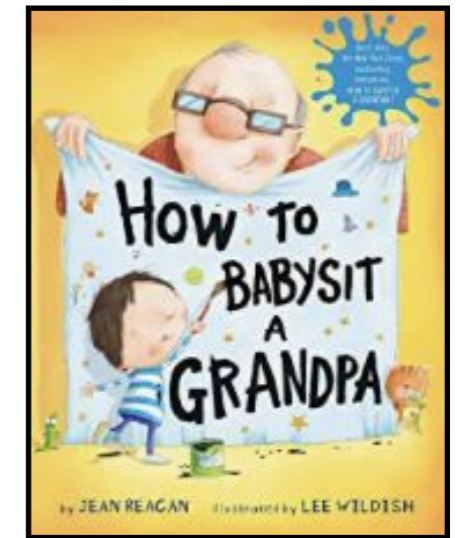
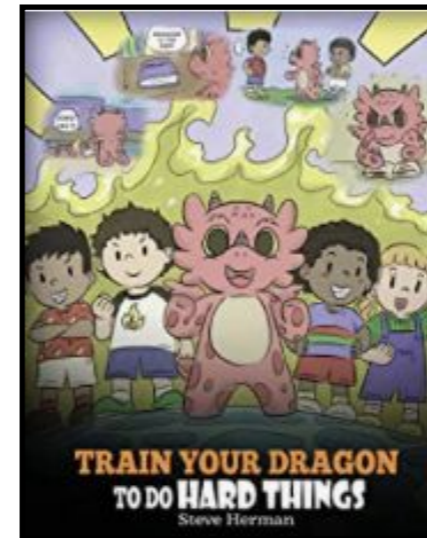
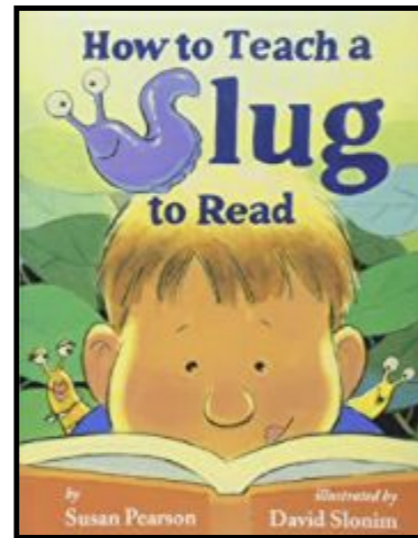
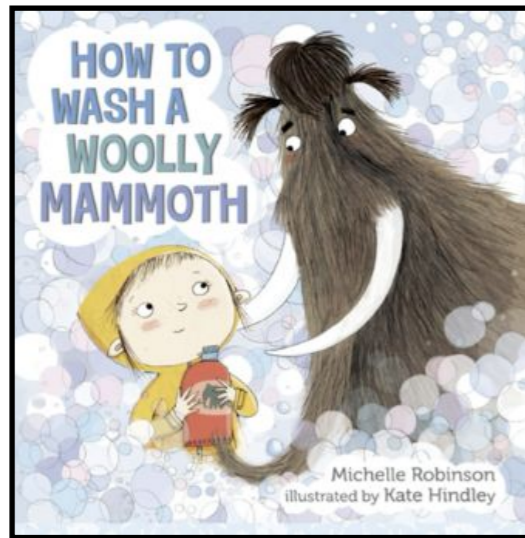
What are you doing as a writer to make your writing better?

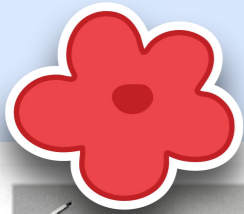




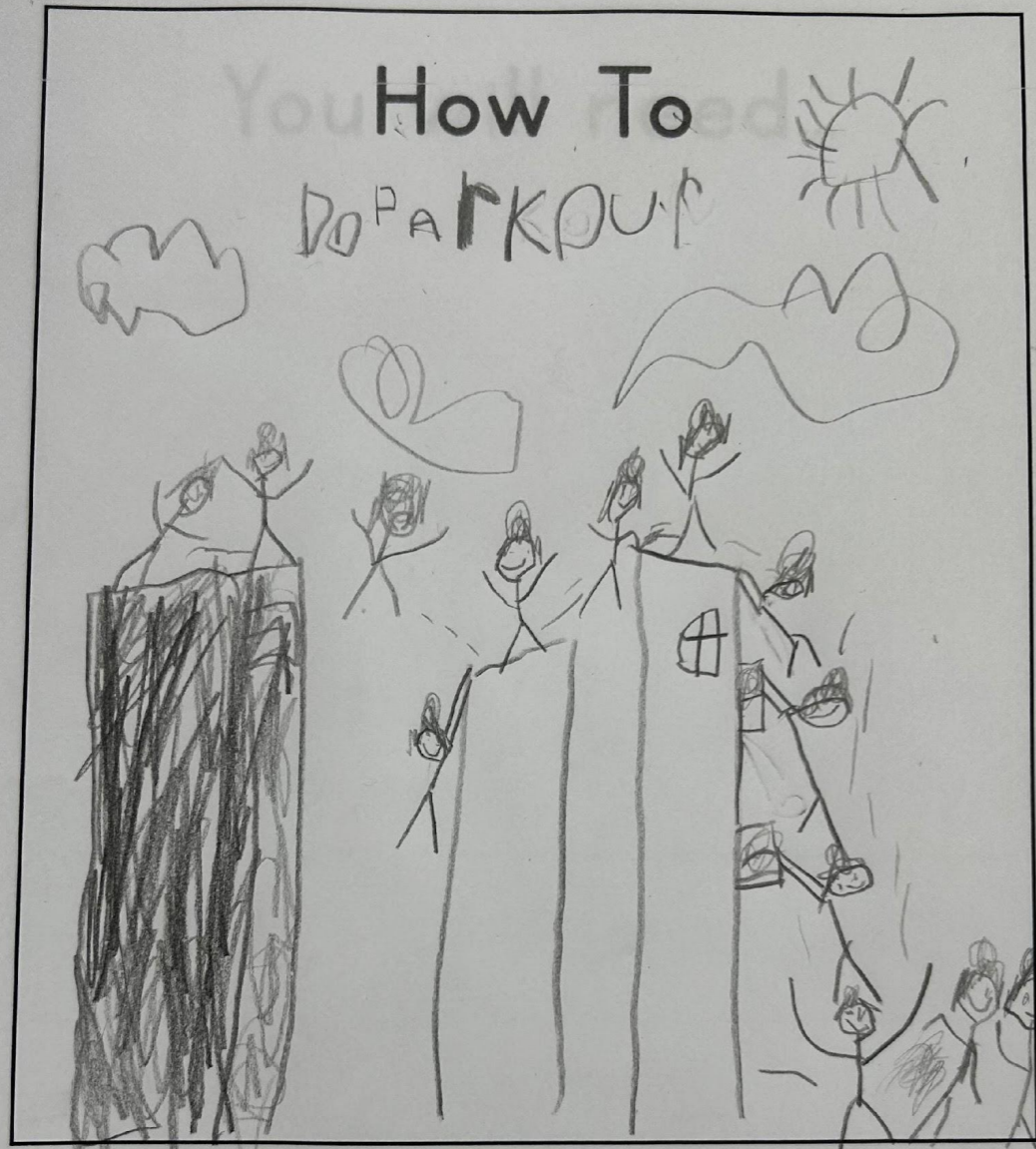
# Mentor Texts to Inspire Writing About Reading

## How-to books





# Student How-to Books

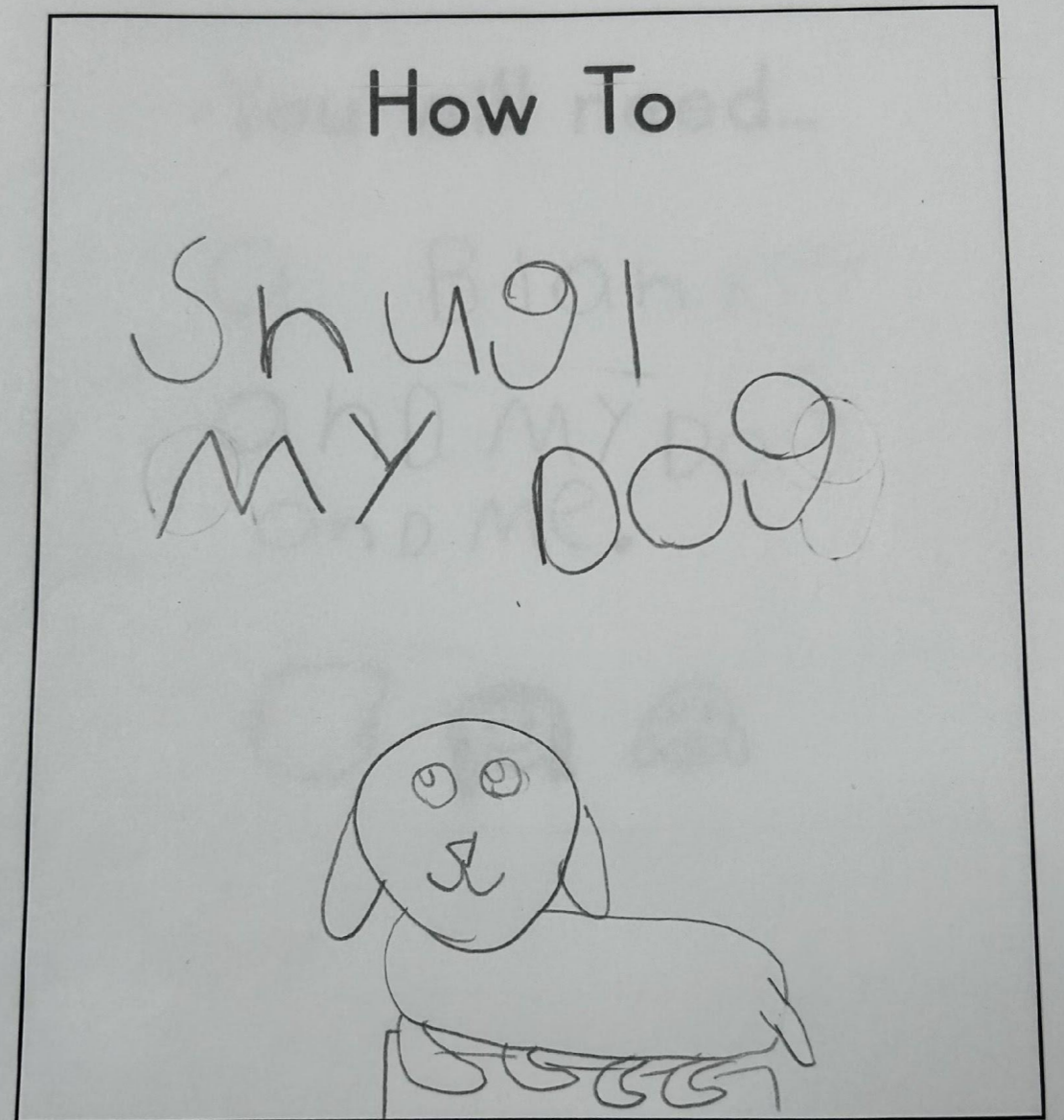


How To

Do PARKOUR

by

PHOENIX



How To

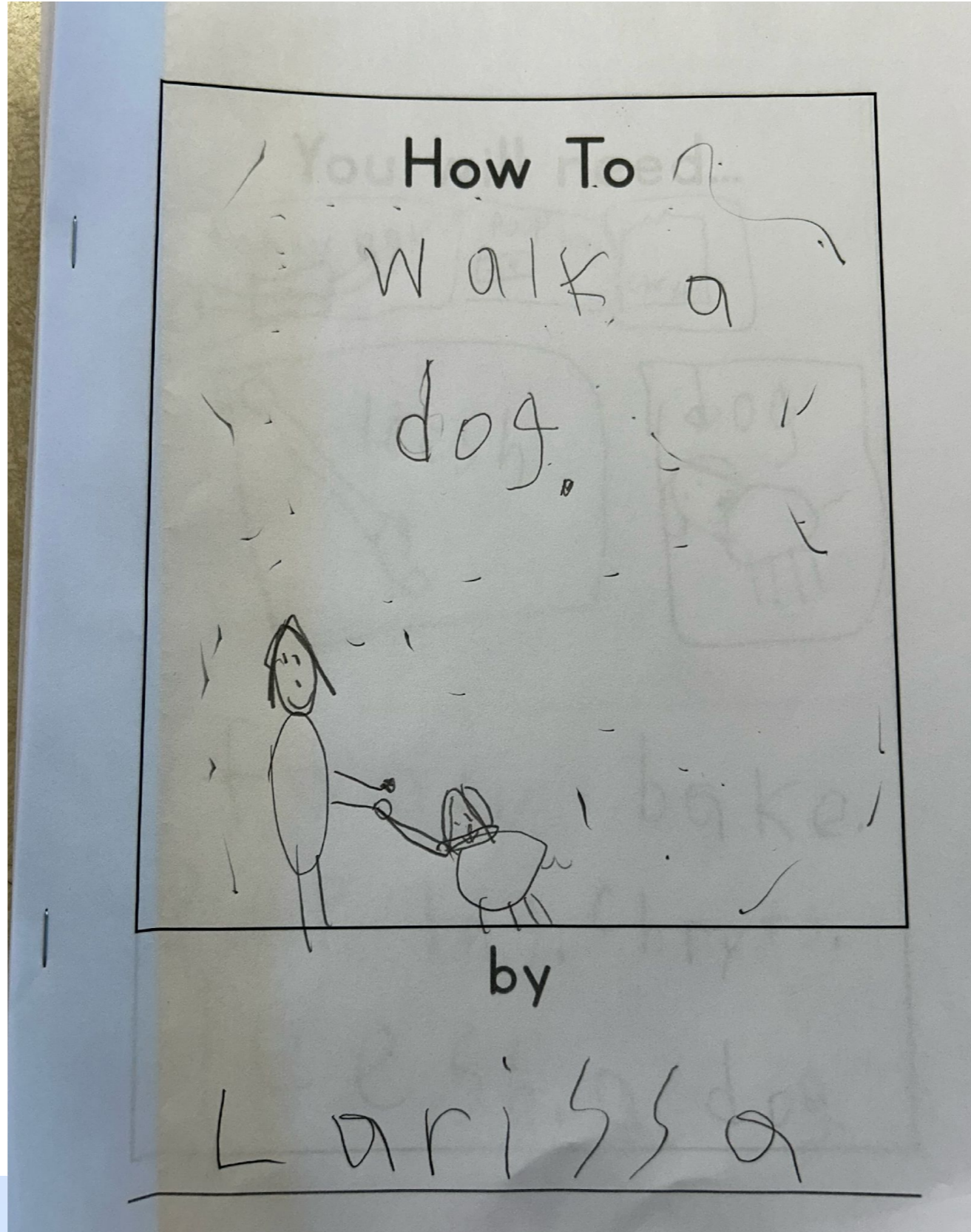
Shugl  
MY DOG

by

MAISSIE

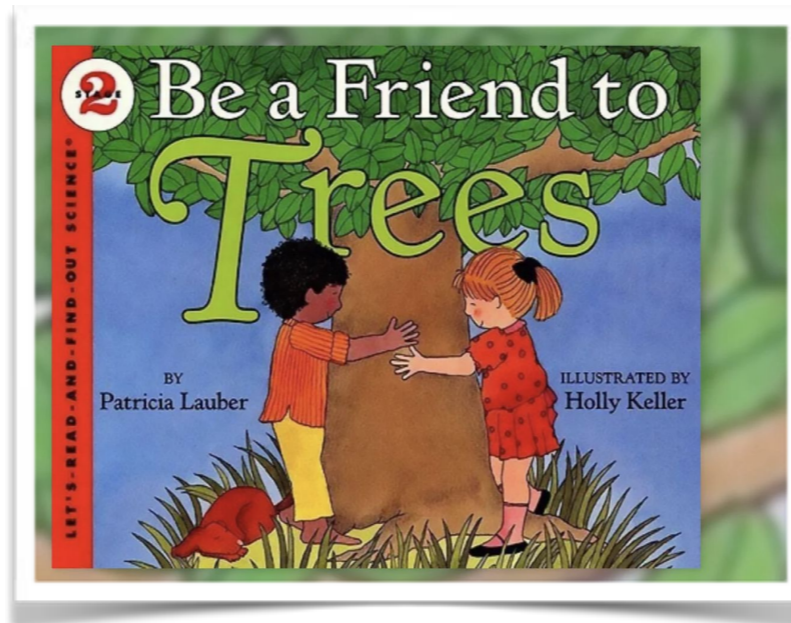
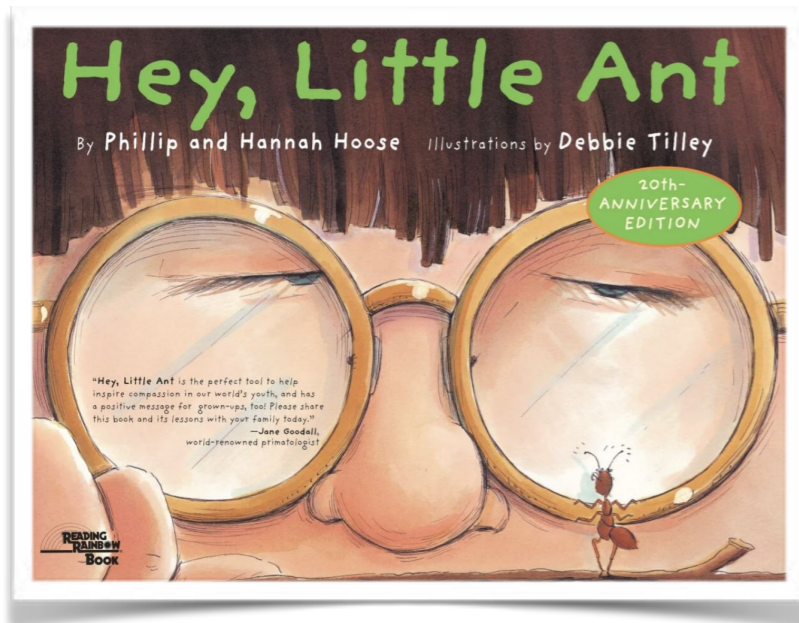
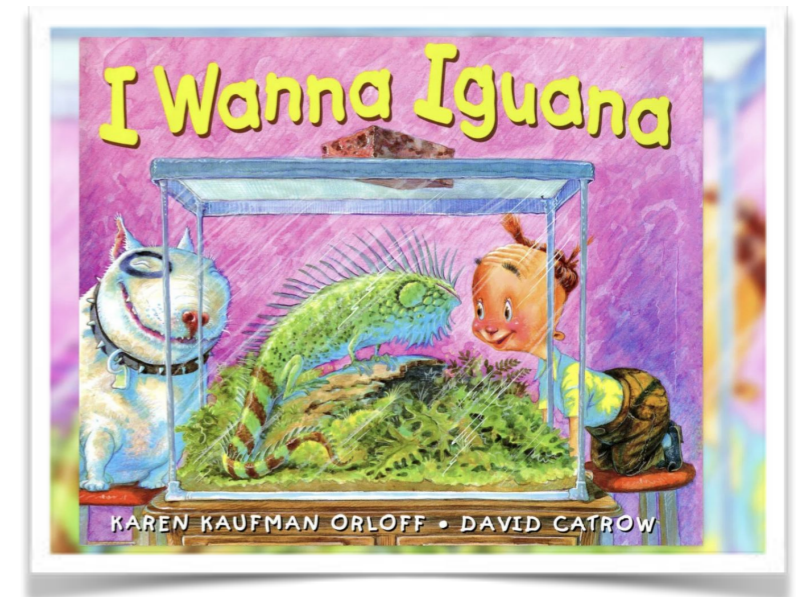
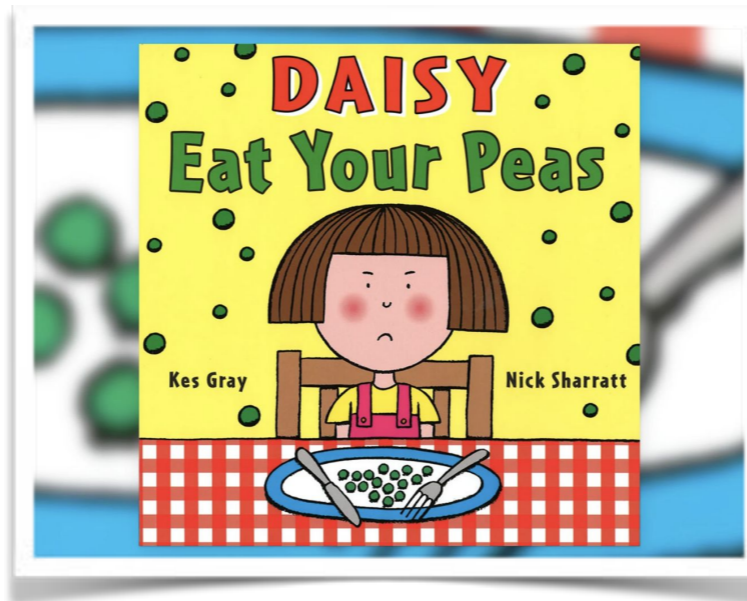
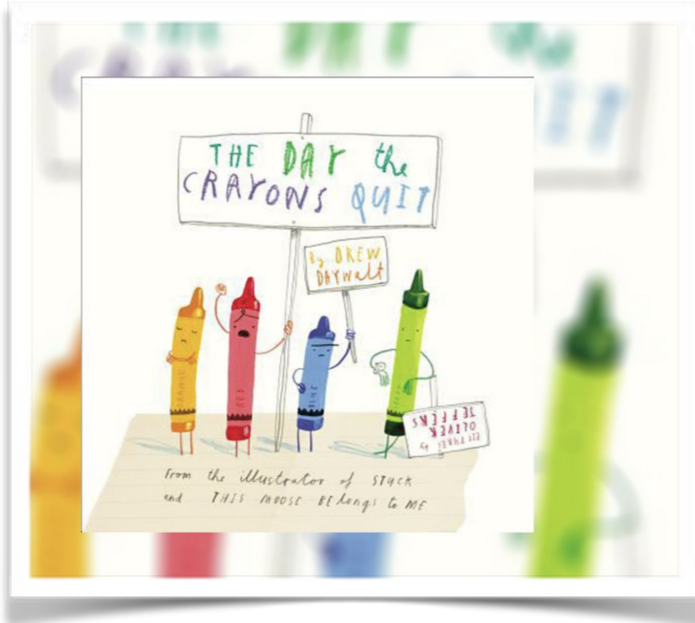


# Student How-to Books





# Mentor Texts to Launch Persuasive Writing





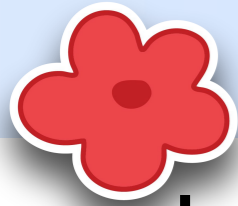
### ***Fancy Nancy***

*review by Kennedy*

*Fancy Nancy* is a great book!

One reason is that she dresses up  
her dog.



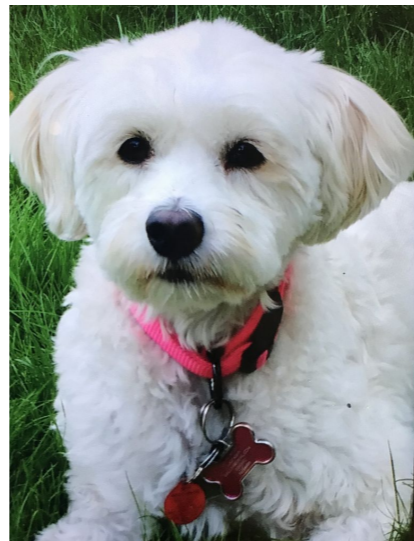


## Give Students the Choice of Genre

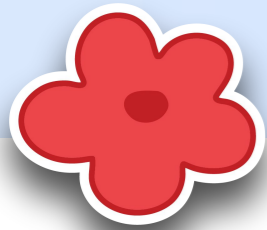
Increasing engagement through choice of genre.

---

- . Ask students, “what is your favourite topic to write about?”
- . Modelling ‘think aloud,’ explain your favourite topic to write about and all the different genres you can choose to write.



- A small moment story about my dog
- A poem about dogs
- A labeled diagram of a dog
- A ‘how to’ book about taking care of dogs
- An information book about dogs
- A persuasive paragraph on why dogs are better pets than cats



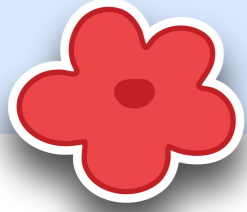
# The Choice of Topic & Genre

Increasing engagement through choice.

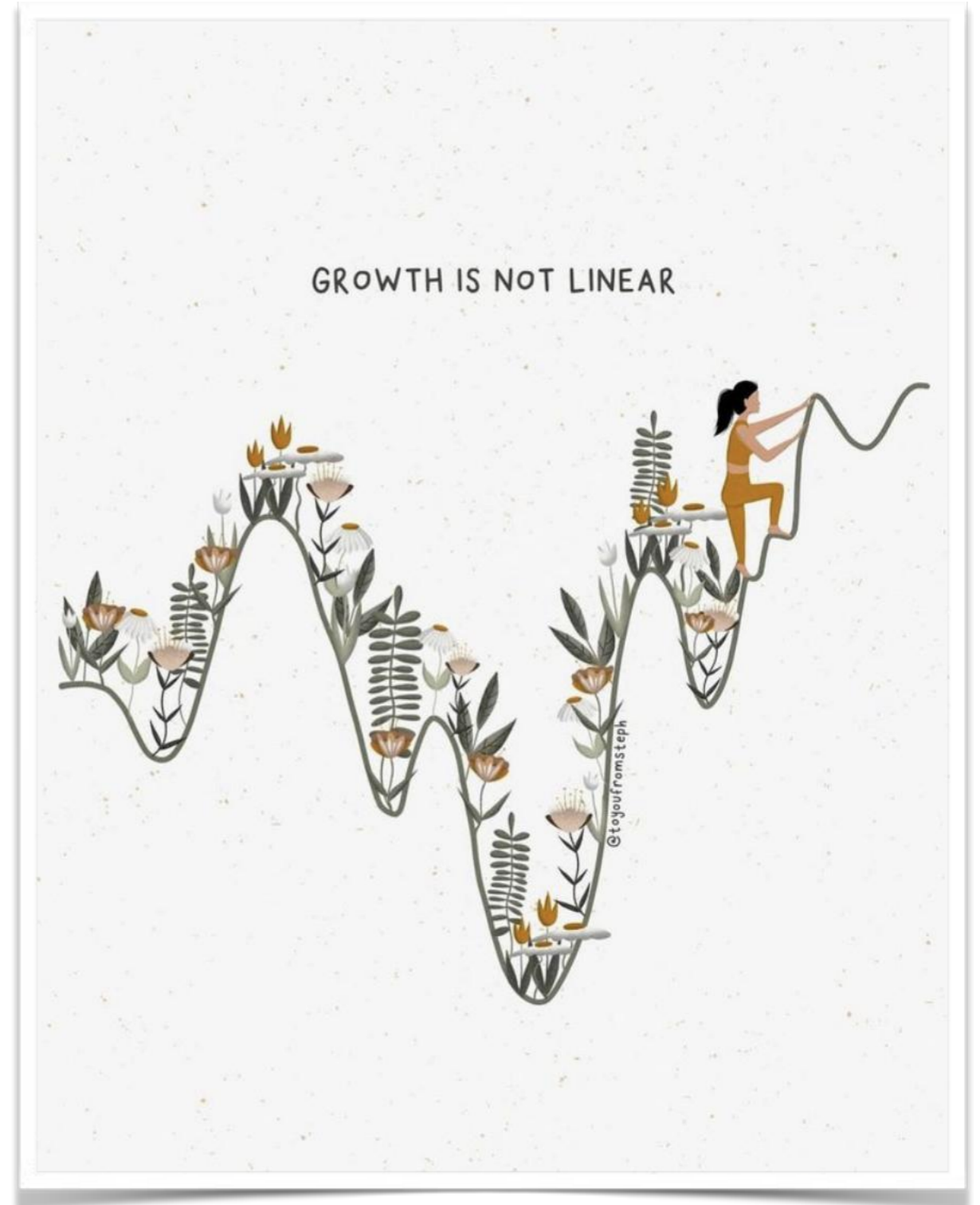
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- What is **your** favourite topic? One that you'd like to write about.
- What **genre** would you choose?
- **Share** your **topic and genre choice** with your table group.

- |                          |                          |
|--------------------------|--------------------------|
| - A small moment story   | - A persuasive paragraph |
| - A poem                 | - A review               |
| - A 'how to' book /guide | - A poster/brochure      |
| - An information book    | - A comic strip          |



# We remember the house and its foundations

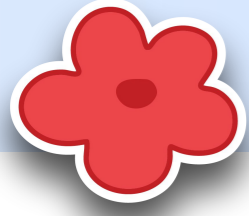




"If children are not spending a **significant** portion of their day **engaged in** (reading and writing) **texts** that allow them to **practice the strategies we are modelling**, then we cannot possibly expect them to take on these strategies and use them **independently**."

-from Catching Readers Before They Fall





# Reflections & Next

## Steps

Please answer 1 of the following questions

- What are your key takeaways from today?
- What is one mirror and one window from today?
- Write your next steps (instructional strategies or practices) for something to try before we meet again?

Exit  
Ticket



# Sources

## Digital Resources

[Beyond the Simple View of Reading](#)

[Decatur Public Schools - MTSS diagram](#)

[Defining MTSS with Stephanie Stollar - Podcast](#)

[Evidence for a New Era of Reading Instruction](#)

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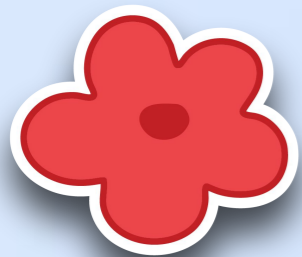
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