



POPEY 

Provincial Outreach Program
for the Early Years

www.popey.ca



Building Reading & Writing Foundations: Comprehensive K-3 Literacy Instruction

Wednesday, November 16th

8:30-2:30

* Workshop handout & resources
available at padlet.com/POPEY

Presenters:
Lisa Thomas & Jen Kelly



We would like to acknowledge the Secwepemc / Nlaka'Pamux People whose land we are learning on today. We also acknowledge the traditional teachings of all our Elders and the wisdom of their Aboriginal culture.

Shape of the Day



- 8:30 am – Refreshments, Getting Settled to Get Started
- 8:45–10:30am
 - ✓ Welcome, acknowledgement, reconnecting
 - ✓ Revisit learning together, community agreements, and goals from Session 1
 - ✓ Read Aloud lesson
 - ✓ Shared Reading lesson
- 10:45–12:00pm – Article Jigsaw
 - ✓ Why Fluency Should Be Hot – Rasinski
 - ✓ A close look at Fluency & Comprehension
- 12:45–2:30pm – Co-Teaching & Visible Learning through Inquiry
 - ✓ Hattie's research on high impact instructional practices
 - ✓ Reflect & synthesize – Putting it all together, goal setting, planning

Project Resources on Your SD73 Padlet

POPEY • 1m
SD73's Inquiry Project: Nov. 16th, 2022 / Henry Grube Education Centre - 245 Kitchener Crescent / 8:30am-2:30pm
 Resources for POPEY's Inquiry Project with SD73: Building Reading & Writing Foundations: Comprehensive K-3 Literacy Instruction

HANDOUTS and the Shape of the Day

SD73 Workshop Handouts

November 16th Workshop Handouts

Session 2: Building Reading & Writing Foundations: Comprehensive K-3 Literacy Instruction

Click on either link to access the PDF handouts:

Print Handout

Electronic Handout

Shape of the Day - Nov. 16th

8:30 am - Refreshments, Getting Settled to Get Started

8:45-10:50am

- Welcome, acknowledgement, reconnecting
- Revisit learning together, community agreements, and goals from Session 1
- Read Aloud lesson
- Shared Reading lesson

10:45-12:00pm - Article: Zipzap

- Why Fluency Should Be Hot - Rasinski
- A close look at Fluency & Comprehension

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- Hattie's research on high impact instructional practices
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Articles & Materials Shared

Article by Tim Rasinski

WHY READING FLUENCY SHOULD BE HOT!

PDF

Why Reading Fluency Should Be Hot!

From the Research

From the Research...

1. Steve Dahl, a far-left professor, used to teach for two decades in primary education. During "The Great Debates" (2012), several primary instructors that also provided thought for their work were disturbed practices in a response, for example, thought that students, to become readers, needed to progress in multiple skills and constructions.
2. Research shows that engaging with comprehension and language activities instead of focusing them apart from each other leads to greater, generally greater, comprehension (Carter, Morrison, & Kohn, 2016).
3. According to Shanahan (2022), in 1980, it was nearly impossible to find a contemporary high-quality article on phonics teaching. The comprehensive researchers weren't able to find any that looked at the origin of this term. A language teacher at that time would have thought the only thing she was supposed to teach was comprehension (Shanahan, 2022).
4. Over the long term, data-making achievement is driven substantially by whether they're getting access to the content that is rich and varied and that's about the world (and Shanahan, 2022). Because what you're doing there is what you're doing on whether you can read it to concepts and topics that you're some knowledge about?
5. "We believe especially those reading into systems that seem to guarantee that students (2015) used to be in the system that is rich and varied and relevant experiences with texts. They could both read information about how reading works and understand that they can read it to concepts and topics that you're some knowledge about?" (Shanahan, 2022).

From the Research

A collection of quotes from a range of literacy experts.

Be an Observer Looking at Art

Be an Observer: Looking at Art

Videos Shared

TeachLikeThis video on Direct Instruction

Direct Instruction

YouTube

How to do Direct Instruction - TeachLikeThis

Segmenting CVC Words Using Toy Cars & Elkonin Boxes

YouTube

Park Those Sounds! Segmenting CVC Words into Phonemes in a Game

Watch as this student segments CVC words into phonemes, using toy cars and Elkonin boxes.

Additional Teaching Resources

Museum Visitors Matching Artwork

Photographer Spends Eternity Waiting For Museum Visitors To Match Artworks And The Result Is Worth The Wait

Books to Support Phonological Awareness

Books to Build Word Awareness

- Where's My Teddy? - by Jez Alborough
- It's the Bear - by Jez Alborough
- Lily's Purple, Plastic Purse - by Kevin Henkes
- Click, Clack, Moo: Cows That Type - by Doreen Cronin
- Tough Boris - by Mem Fox
- Day Breath - by Dav Pilkey
- The Giving Tree - by Shel Silverstein

Check out POPEY's collection of books to support students' awareness of words, syllables, rhymes, and phonemes.

Student Activities & Printables

POPEY's Word Work Charts

Printable short and long vowel charts, vowel teams, blends and digraphs, and more...

POPEY's Language Games

Language Games to Support Phonological Awareness

POPEY's collection of Language Games to Support Phonological Awareness

Free Download: Phonics Activities & Games Kit

Follow-Up Resources

Down by the Bay Verses

Down By the Bay - SD73 Verses

Elkonin Boxes Blending Template

Blending with car

From your SD73 Team

Elkonin Boxes

Elkonin Boxes

Students build phonological and phonemic awareness by segmenting words into sounds or students how to count the number of phonemes in the word (not always the number of letters) better understand the alphabetic principle in decoding and spelling. It orthographic mapping (which involves mapping the correct spelling of words in long by

Elkonin Boxes

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Please put your phone on **SILENT**

Reflecting back to decide what's next...

...the goal areas you identified at our last session

- * What did you notice about your teaching?
- * What did you notice about your students' learning?
- * What are your thoughts moving forward?



Revisiting Our Community Agreements

1. What do you value as a learner?

- * Connection; visuals
- * Hands-on learning; clear and concise information
- * Connection; time; key visuals
- * Repetition – stated different ways
- * Hands-on learning opportunities
- * Relevant/useable strategies and information
- * Hands-on learning; concise info
- * Connection; visual/auditory/kinesesthetic (multi-style); deepen learning with practice, then reflection
- * Visual; hands-on
- * Modelling; specific examples; time to practice (hands-on); visuals
- * I like to listen and jot down notes
- * Practical examples; interactive activities
- * Visuals; hands-on learning
- * Something I can easily use in my class tomorrow
- * Visuals; hands-on examples
- * Connecting with others
- * Visuals in the form of photos/videos of strategies in action
- * Time to talk; what can I try tomorrow?
- * Key visuals; concise information
- * Time to process, internally & verbally; visuals; taking notes

Revisiting Our Community Agreements

2. What might be supportive as we work together?

- * Quiet environments; movement breaks
- * Multiple formats
- * Sharing ideas, experiences & practical examples
- * Practical examples; some group sharing but not so it becomes distracting
- * Practical examples/activities to take back to the classroom and implement
- * Think time to reflect, process info; writing works well for me
- * Processing time; practical examples; sharing ideas with others
- * I like to physically teach what I have learnt
- * Explain the concept; demonstrate best practice; let me practice with supervision & feedback; increase independence
- * Sharing ideas and experiences
- * Reproducible resources
- * Sharing ideas; movement/breaks
- * Examples; breaks
- * Content in multiple formats
- * Time to think and make connections
- * Time to talk; movement breaks
- * Sharing & discussion; opportunity to practice
- * Time to process and observations
- * Practical examples; movement breaks
- * understanding & empathy
- * Collaboration time; multi-sensory; regular breaks to process

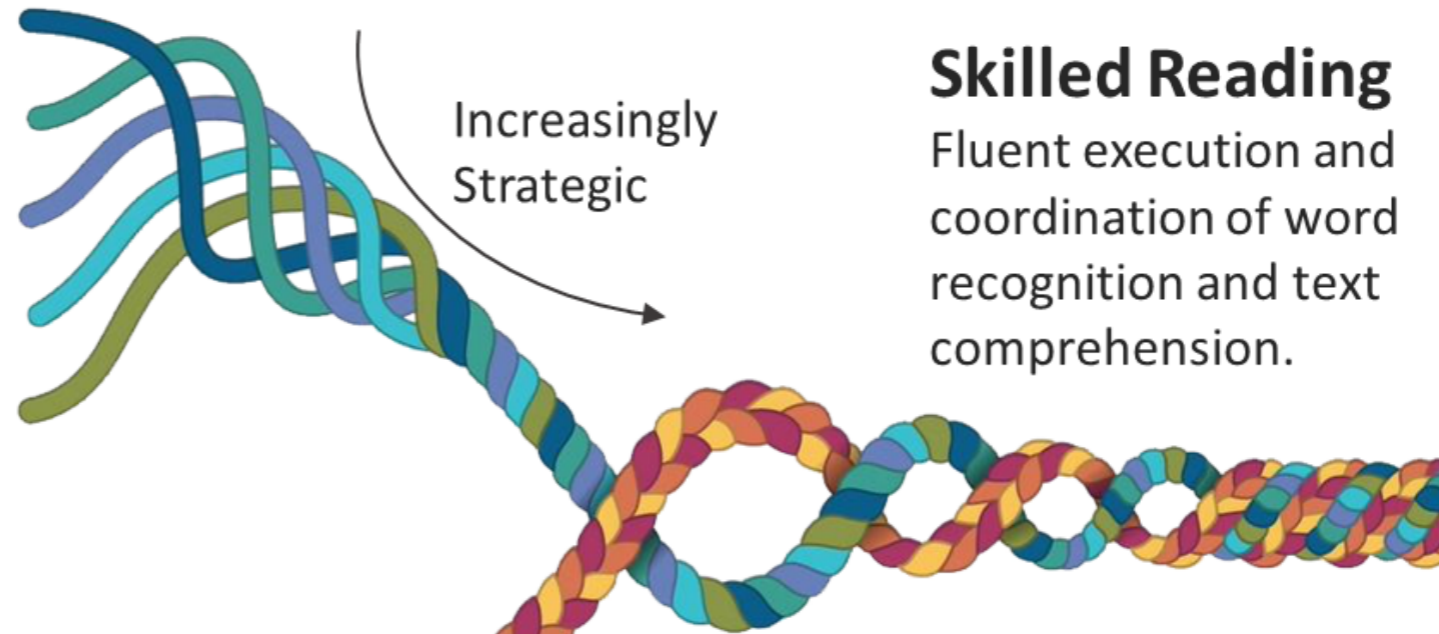
From the Research...

1. Jeanne Chall, a Harvard professor most known for her analysis of the research on phonics instruction (Reading: The Great Debate, 1967), stated the phonics instruction that she promoted through her own work never delivered phonics in a vacuum. Her research revealed that students, to become readers, needed to progress in multiple skills area simultaneously.
2. Research shows that engaging kids in comprehension and language activities instead of teaching them again what they already know in phonics, generates greater learning progress (Connor, Morrison, & Katch, 2004).
3. According to Shanahan (2022), in 1980, it was nearly impossible to find a contemporary high-quality article on phonics teaching. The comprehension researchers weren't anti-phonics, they just sucked all the oxygen out of the room. A beginning teacher at that time would have thought the only thing she was supposed to teach was comprehension strategies.
4. "Over the long term, kids' reading achievement is driven substantially by whether they're getting access to the content, the science and social studies and things about the world," said Darling-Hammond (2020), "because what you understand from what you read depends on whether you can hook it to concepts and topics that you have some knowledge about."
5. "All children, especially those locked into systems that seem to guarantee their failure (Minor 2018), need access to both the secrets of the alphabetic code and relevant experiences with texts. They need both explicit information about how reading works and immersive experiences that show them how to leverage reading and writing to change the world" (Burkins & Yates, 2021).

Scarborough's Reading Rope

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge



Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

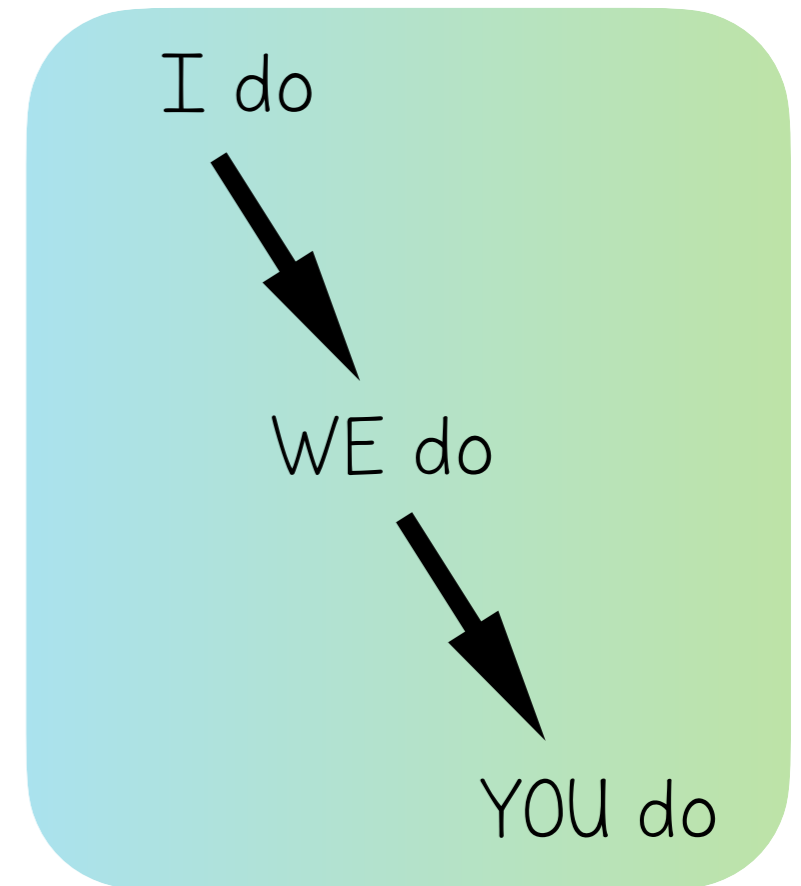


The Art of the Mini-Lesson

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



Mini-Lesson Structure



Read Aloud

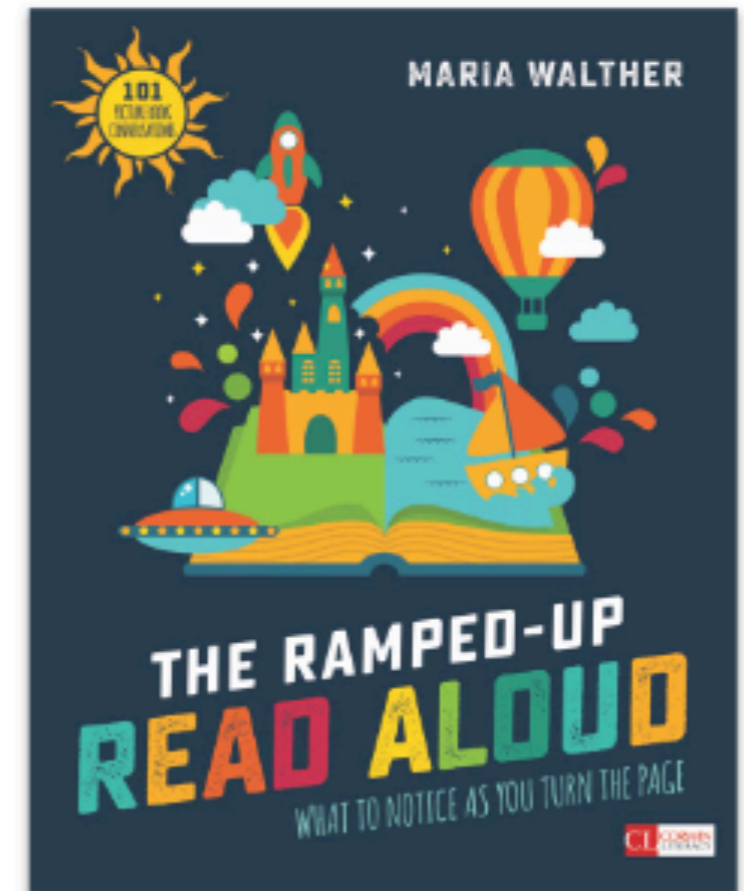
“A read aloud should be a joyful celebration for all. For you, for your students, and indirectly, for the author and illustrator who toiled over each word and every image that lies on and between the covers of the book.”

Maria Walther

Reading
Together

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.



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

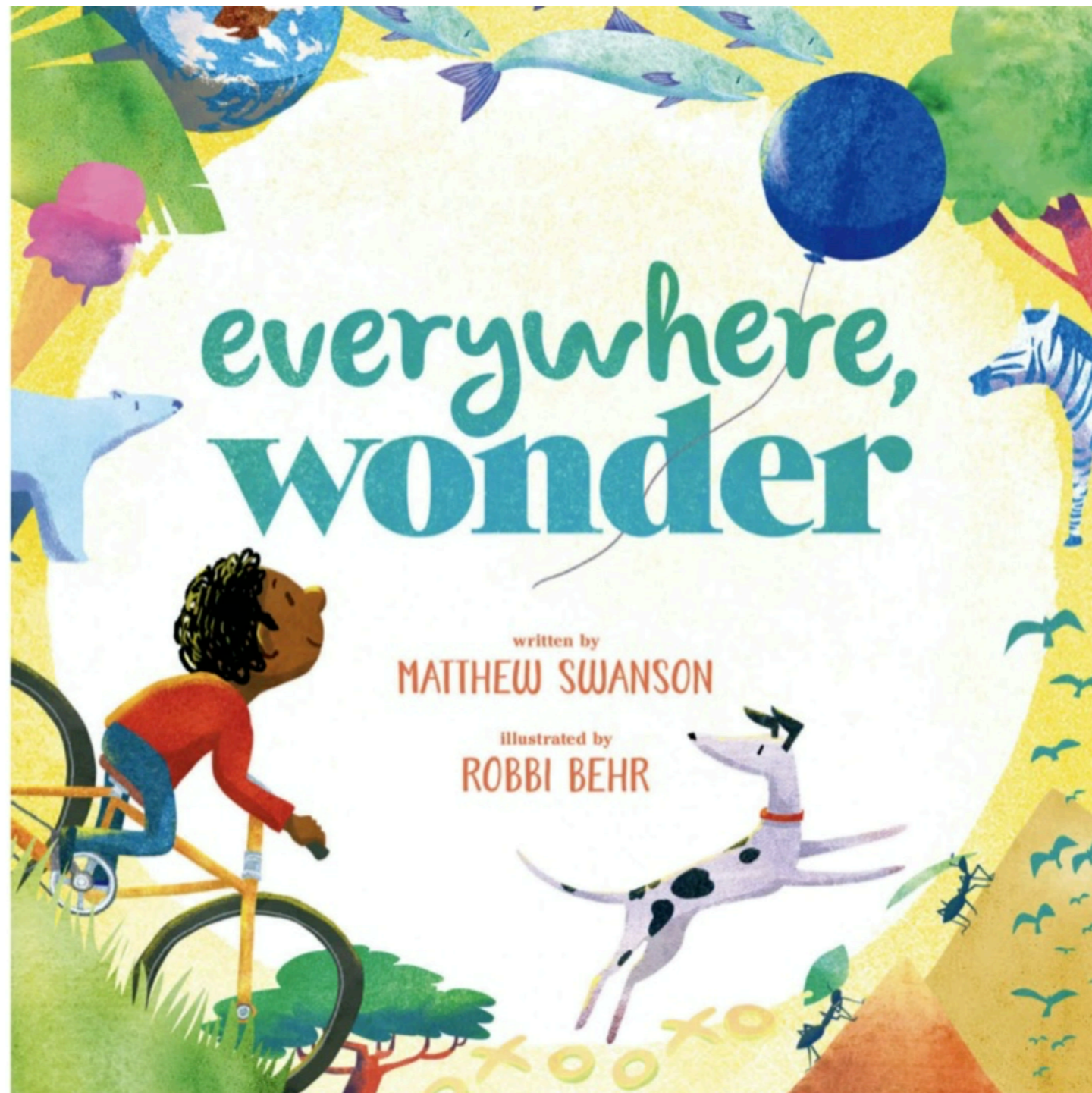
Supports budding writers

Sparks collaborative conversations

Encourages perspective taking & empathy

Opens windows to other worlds

Everywhere, Wonder - Read Aloud

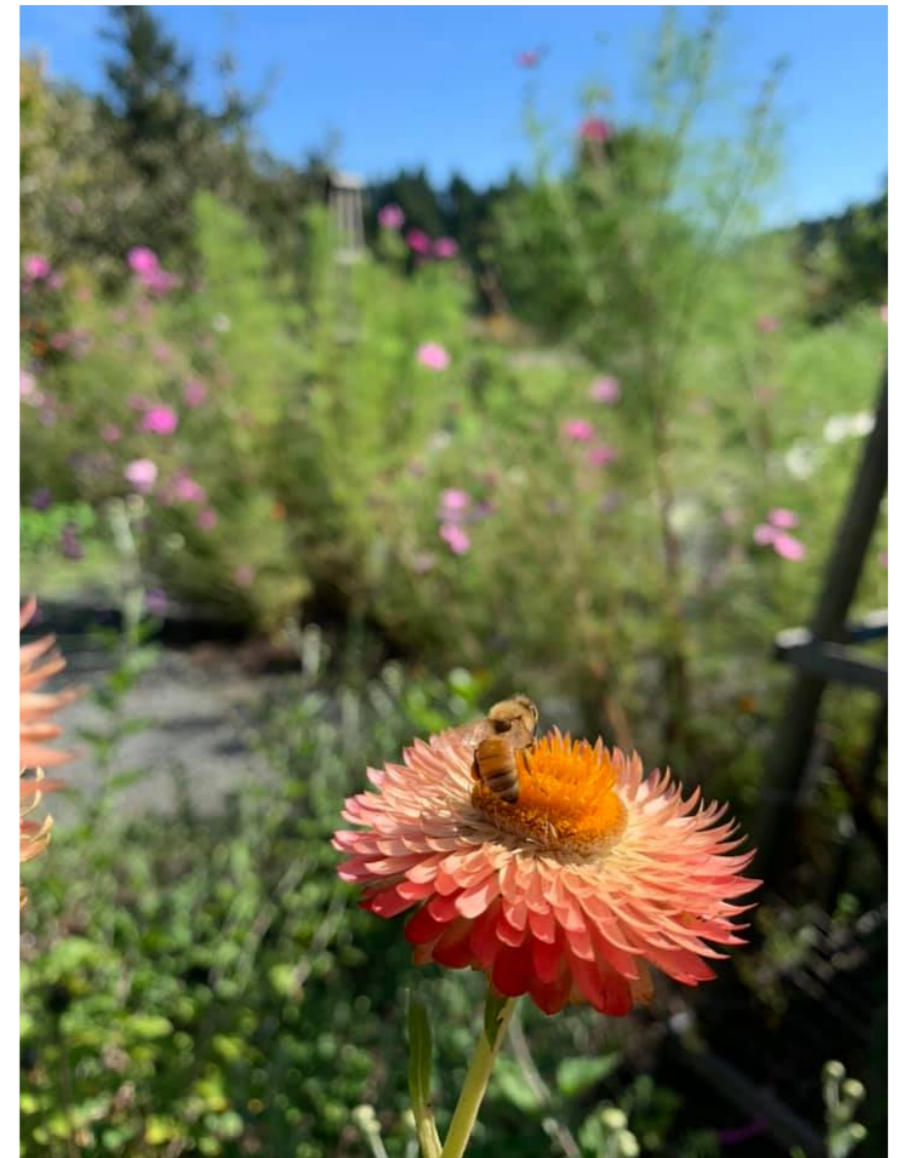


Your Turn!

*Go on a 10 minute walk
outside or inside...*

What do you notice? Could you develop a story about something that you noticed?

Share your noticing and your story plot with your table group when you return.



Share the book, share the learning.

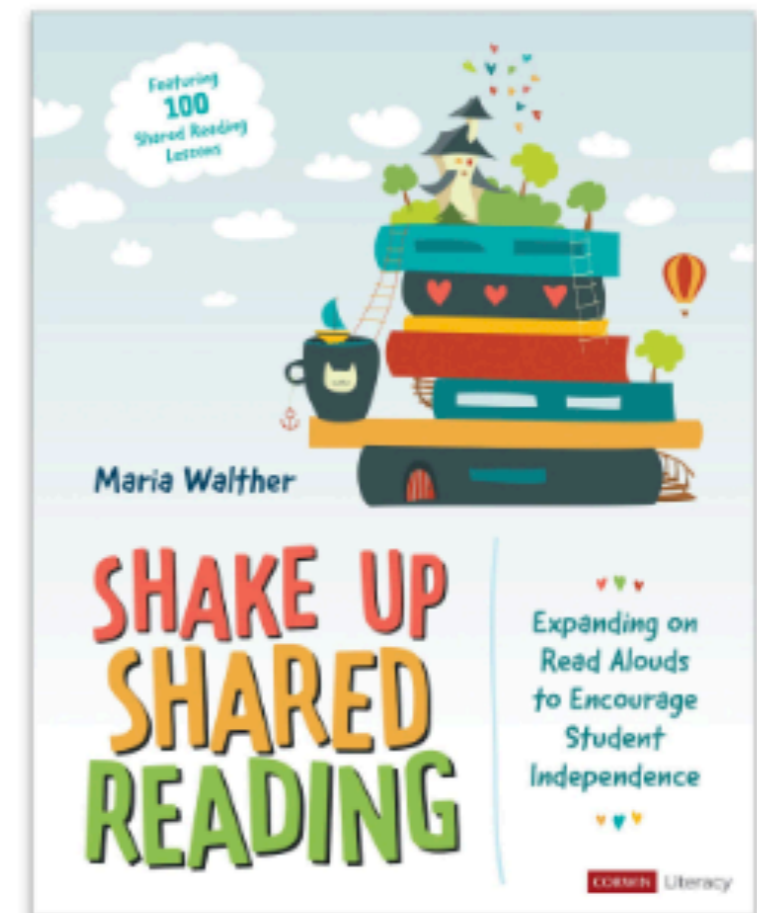
“Excitement, engagement, joy, and learning all wrapped into one. That’s the beauty of a shared reading interaction.”

Maria Walther



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.



What's the Difference?



Read-Aloud Experiences

Teacher reading the text **to** the students

Typically a whole-group learning event

Teacher engages students in **collaborative conversations** that dig into complex ideas, social-emotional learning competencies, higher-level comprehension, and, when applicable, foundational reading skills.



Shared Reading Interactions

Teacher and students reading and rereading a text **together**

Can occur in the whole group or in small groups

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).



Reasons to Shake Up Shared Reading

Creates camaraderie

Elevates texts and celebrates rereading

Invites active participation

Engages all learners

Expands oral language development

Strengthens story sense

Fosters fluency

Demonstrates the reading process

Supports multilingual learners

Shared Reading in Short Bursts

The benefits of short bursts...

- ✓ Responds to students' curiosity
- ✓ Nudges students to dig deeper
- ✓ Builds on and broadens the read aloud experiences
- ✓ Focuses on a wide range of literacy skills and strategies, including author's craft

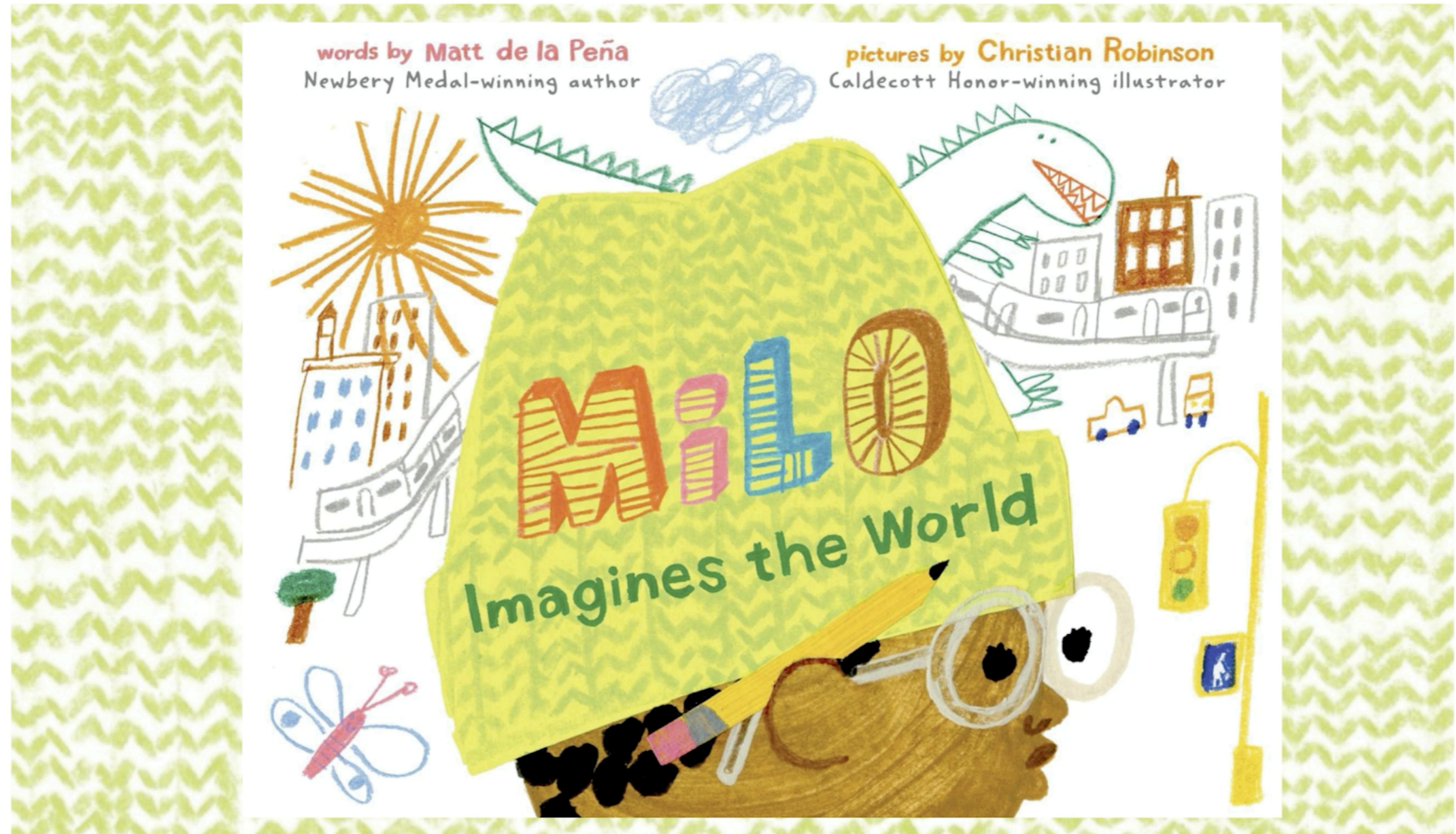
- ✓ Invites wonder
- ✓ Moves learners from understanding to application
- ✓ Bridges whole-group and small group instruction
- ✓ Deepens comprehension



Foster SEL Competencies through Shared Reading

To foster...	Say...	Try this book...
<p>Self-awareness: the ability to understand how one's feeling, thoughts, and action guide behaviour.</p>	<p>Can you infer how that character is feeling? If you were that character, how would you be feeling?</p>	<p><u>Gustavo the Shy Ghost</u> (Drago, 2020) A violin-playing ghost is terrified to make new friends.</p>
<p>Social awareness: to be aware of the importance of perspective-taking and empathy.</p>	<p>What would you have done in that situation? Notice how we all thought about that in different ways.</p>	<p><u>Watercress</u> (Wang, 2021) A moving story about a young girl's embarrassment and understanding.</p>
<p>Responsible decision making: To practice decision processes that weigh consequences</p>	<p>What's one way we can work together to solve this problem? Are there other ways?</p>	<p><u>Amara and the Bats</u> (2021) Bat-loving Amara moves to a new neighbourhood & discovers that bats no longer inhabit the park.</p>
<p>Self-management: to self-regulate one's feelings, thoughts, and actions in a variety of situations.</p>	<p>How were the character's feelings & actions connected? Are there other ways the character could have reacted?</p>	<p><u>A Little Space for Me</u> (Olson, 2020) A girl who lives with a busy multigenerational family realizes she needs some space.</p>
<p>Relationship skills: to initiate and maintain healthy relationships with diverse individuals.</p>	<p>Ask your friend to share their thinking. How is it the same as or different from yours?</p>	<p><u>Listen</u> (Snyder, 2021) A girl takes readers on a listening walk through her day.</p>

Milo Imagines the World - Shared Reading

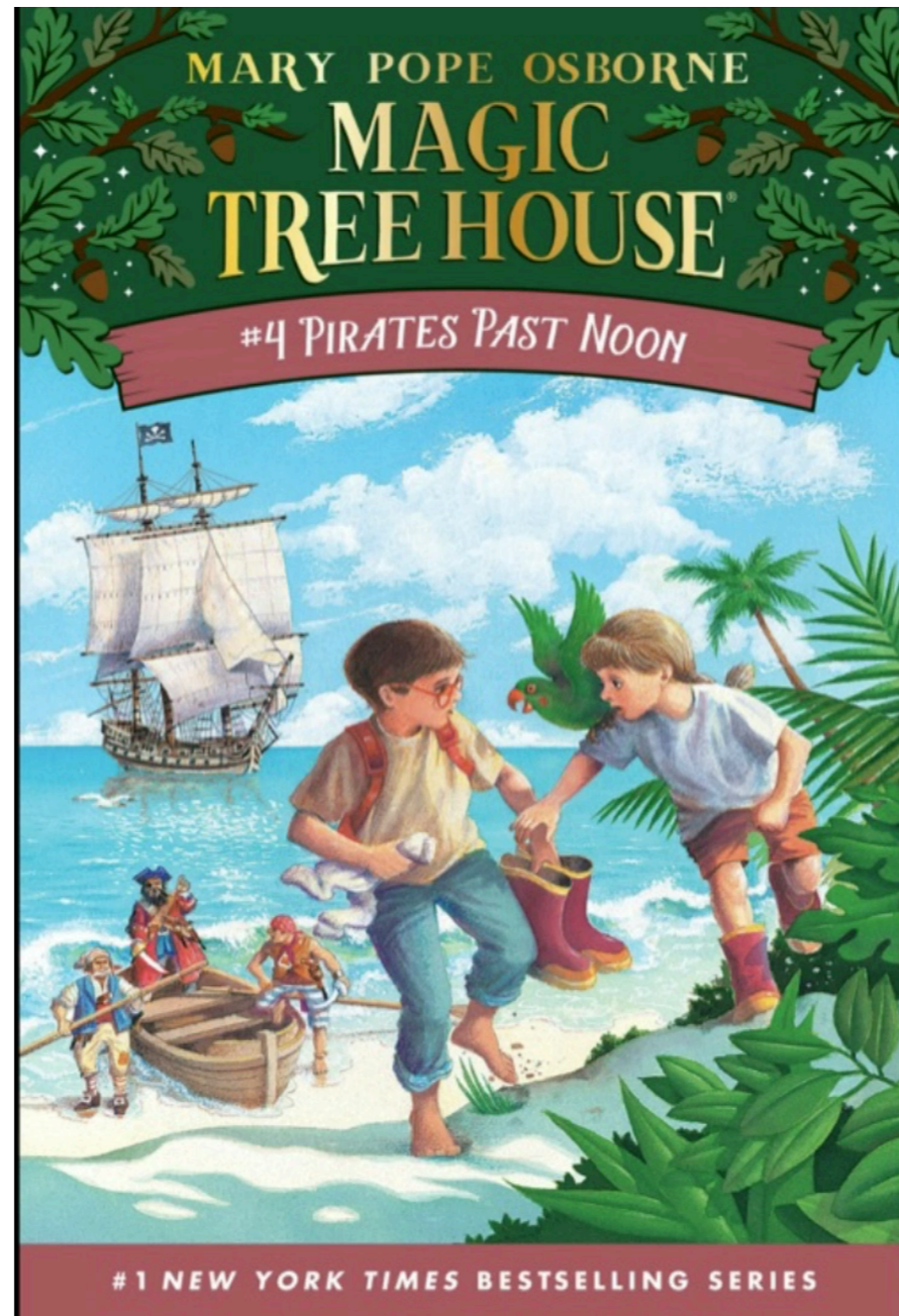


Noticing Vocabulary



Make a list of all the 'wonder' or triple-scoop words you hear.

Noticing Vocabulary



Make a list of all the 'wonder' or triple-scoop words you hear.

Collaborative Conversations

Questions to promote collaborative conversations

- ✓ Explore new possibilities
- ✓ Focus on learners' wonderings
- ✓ Respond to students' thinking
- ✓ Invite open-ended responses
- ✓ Encourage reflection

- ✓ Is there a different way to think about that?
- ✓ Are you curious or wondering what your friends are thinking?
- ✓ Look around at your friends' faces. Can you infer what they're thinking?
- ✓ What are you thinking or wondering about that thought?
- ✓ Are you curious to know if anyone thought of our ideas yesterday?



Pause & Reflect



What we've explored so far...

- ✓ Quotes on reading research
- ✓ Read Alouds
- ✓ Shared Reading
- ✓ SEL competencies and shared reading
- ✓ Complexity of vocabulary
- ✓ Collaborative conversations

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

Article: Timothy Rasinski

WHY READING
FLUENCY
SHOULD BE
HOT!

Timothy V. Rasinski

Jigsaw reading:

1. Why Fluency is Not Hot, and Why Fluency Should be Hot
2. Automaticity – The Link to Word Recognition
3. The Other Side of Fluency – Prosody
4. Teaching Fluency Authentically & Artfully, and Performance and Voice
5. But is Fluency Instruction Only for the Primary Grades?

Surface vs. deep comprehension

“Certainly much that children read in classrooms is never sculpted and shaped, discussed and written about. Much of what we read passes through the lenses of our eyes to our brains, is comprehended superficially, and never considered again. However, as teachers we need to make sure children have the cognitive agility to consider what is worth savouring, what portion of a text has the potential to change a life, what merits discussion, and what should be lingered over, argued about, and anchored in memory, because to comprehend only literally would be too great a loss.”

Curricular Connections

Using read alouds to deepen comprehension:

Read Aloud	Observation Station idea	Materials
Simon at the Art Museum (Soontornvat, 2020)	Looking at art	<ul style="list-style-type: none">✓ Art prints✓ Kid-friendly Stefan Draschan photos✓ Recording sheet
In a Jar (Marcero, 2020) If You Find a Leaf (Sicuro, 2020)	Be a leaf observer	<ul style="list-style-type: none">✓ Leaves✓ Magnifying glasses✓ Blank paper to record observations

Simon at the Art Museum - Read Aloud



People Matching Artwork Photos



People Matching Artwork Photos



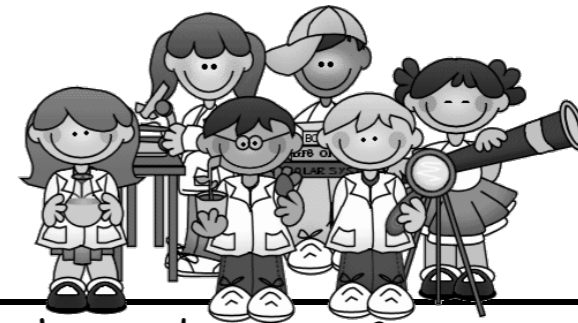
[Stefan Draschan](#)

Art Observation Recording Sheet

Be an Observer: Looking at Art

Name _____

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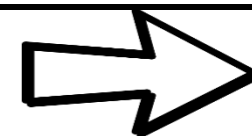
What colors do you see?

What shapes do you see?

What objects do you see?

If you were the artist, what would you name this painting?

On the back, draw your own version or write the story of the painting.



Curricular Connections

Using read alouds to deepen comprehension:

Read Aloud	Observation Station idea	Materials
Harlem Grown (Hillery, 2020)	Plant observation station	<ul style="list-style-type: none">✓ Multi-genre plant books✓ Blank paper
Blackout (Rocco, 2011) The Night Walk (Dorleans, 2020)	Shadows and Light <u>Waves: Light and Sound Plan</u>	<ul style="list-style-type: none">✓ Fabric, mirrors & flashlights✓ Shadow puppet theatre✓ Blank paper to record observations
Noisy Night (Barnett, 2017) The Oboe Goes Boom, Boom, Boom (Venable, 2020)	Mystery Sound Boxes	<ul style="list-style-type: none">✓ 4 opaque boxes✓ Objects that make different sounds✓ Blank paper

Video Game Analogy



Pause & Reflect



What we've explored since the break:

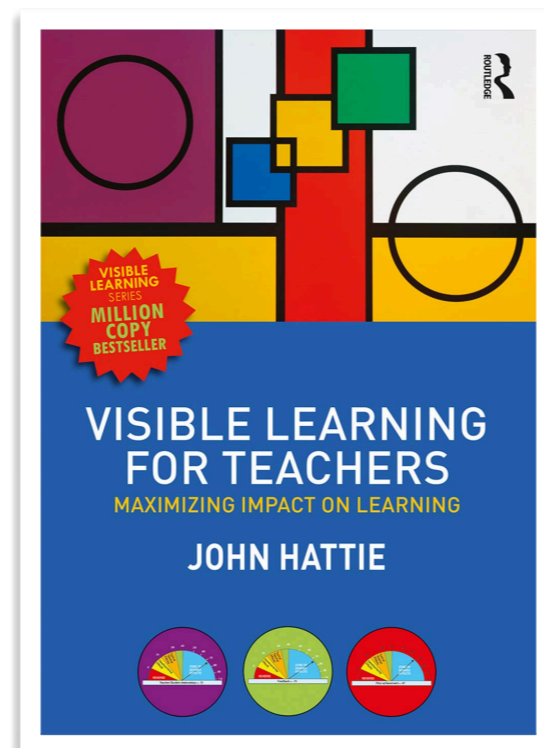
- ✓ Article: Why Reading Fluency Should be Hot!
- ✓ Deep Comprehension
- ✓ Curricular Connections with Read Alouds
- ✓ Art Observation

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

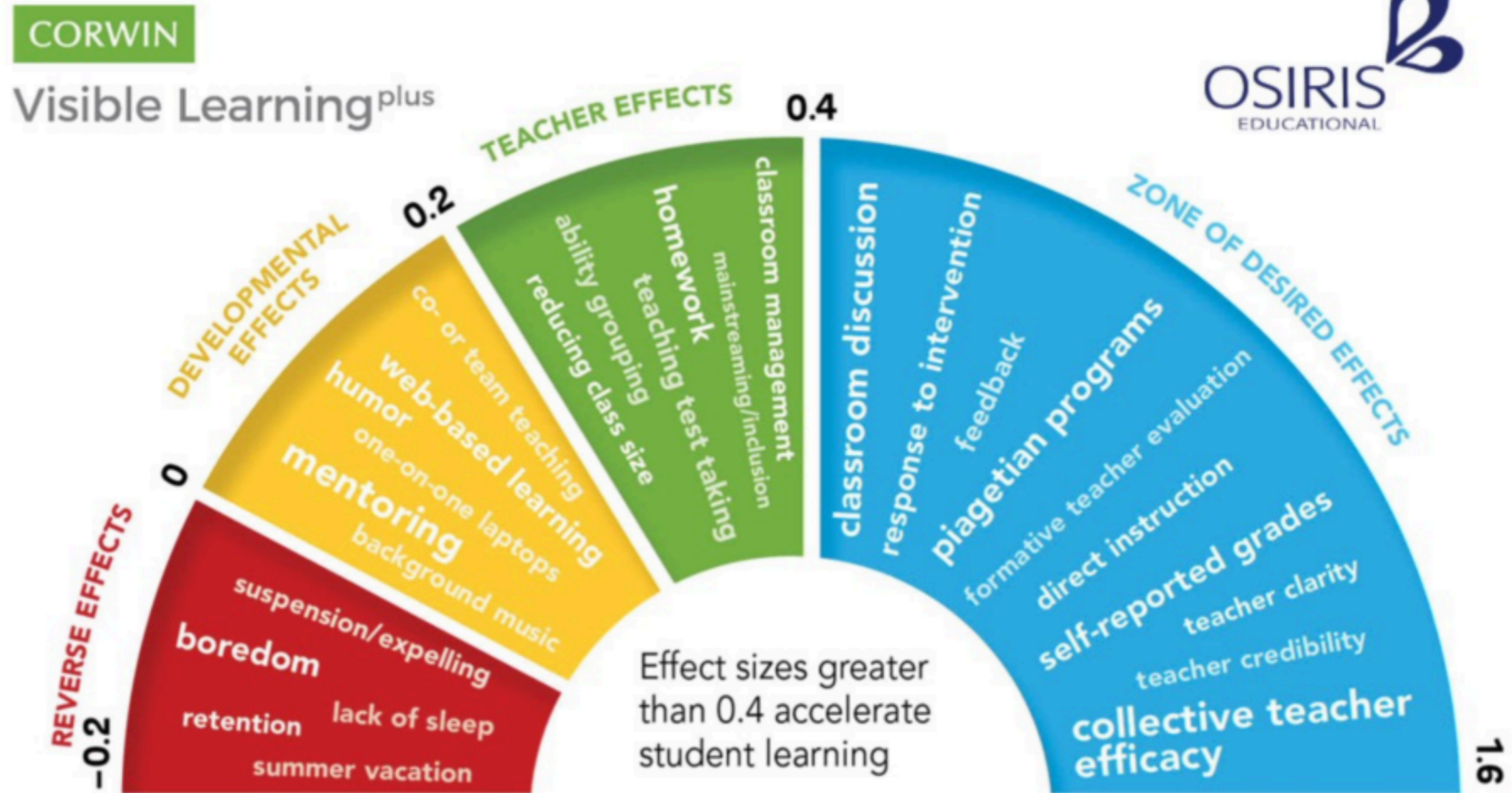
Visible Learning - Overview

John Hattie

- * Meta-analysis of 50,000 research articles
- * 'Visible' aspect refers to first making student learning visible to teachers, and second, making teaching visible to students
- * 'Learning' aspect refers to how we go about knowing and understanding

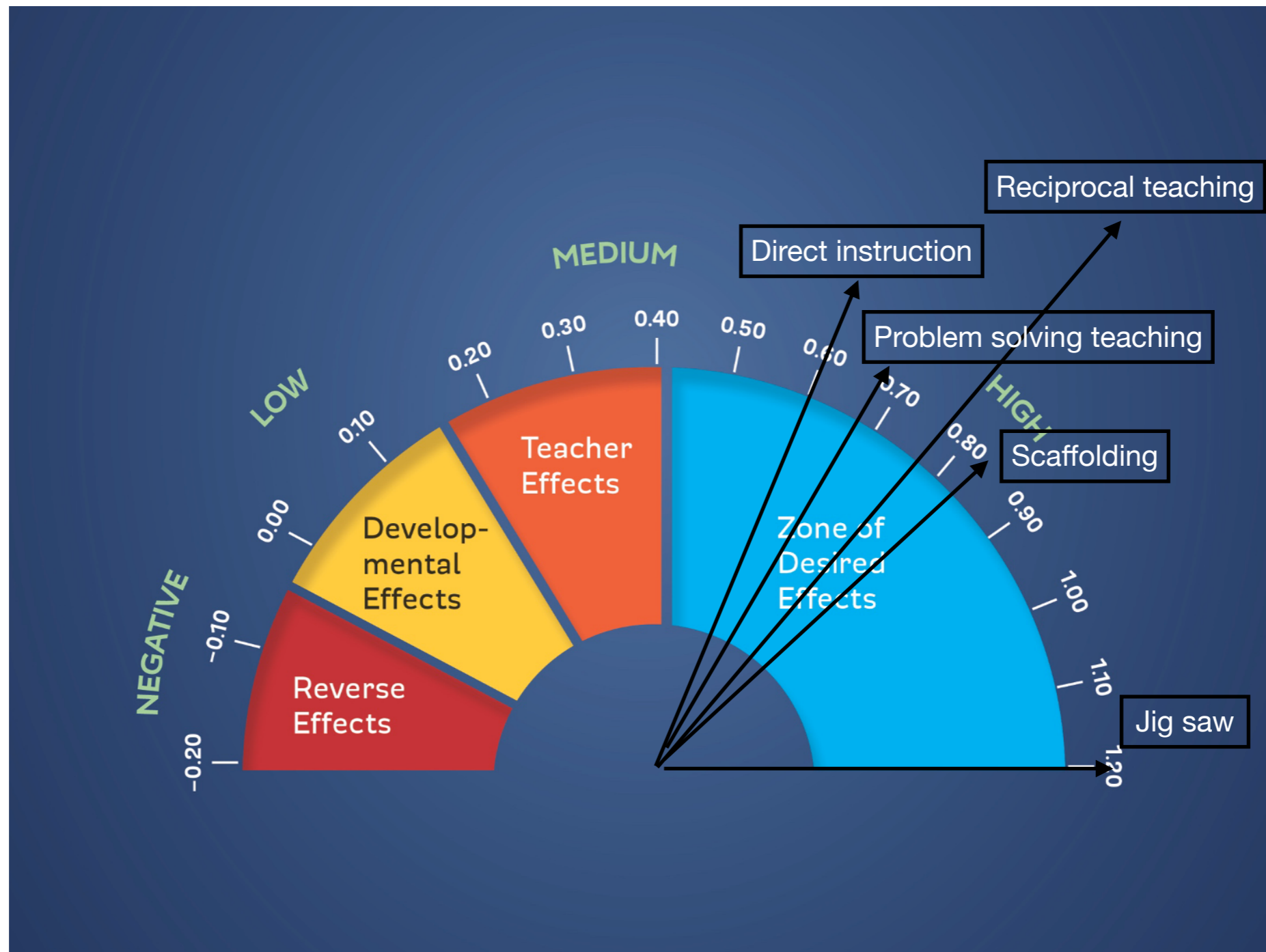


Visible Learning - Overview



Inquiry Framework using Visible Learning

Focus on teaching strategies



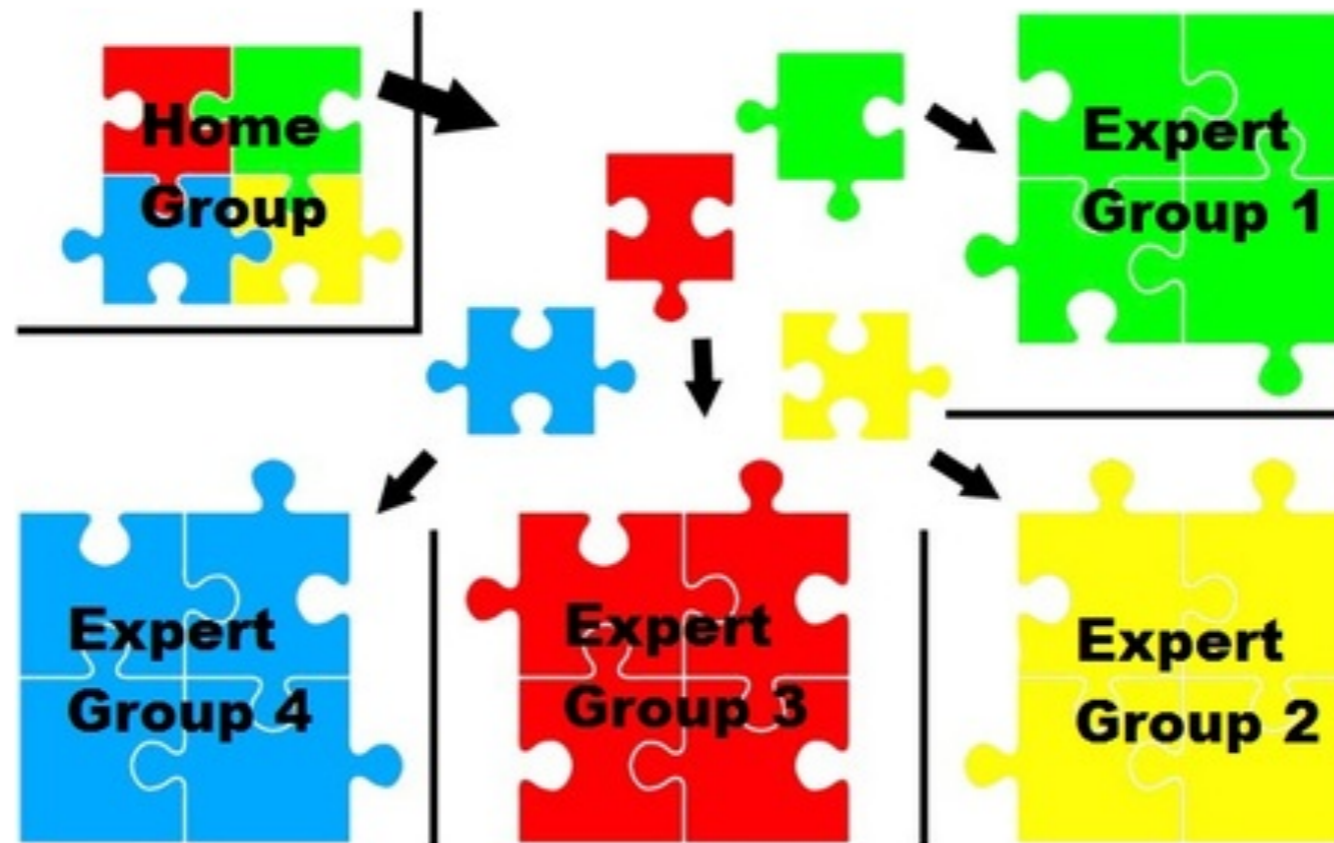
Direct Instruction

Effect size: 0.60



Jig Saw

Effect size: 1.20



The **jigsaw technique** is a method of organizing classroom activity that makes students dependent on each other to succeed. It breaks classes into groups and breaks assignments into pieces that the group assembles to complete the (**jigsaw**) puzzle.

Scaffolding

Effect size: 0.82



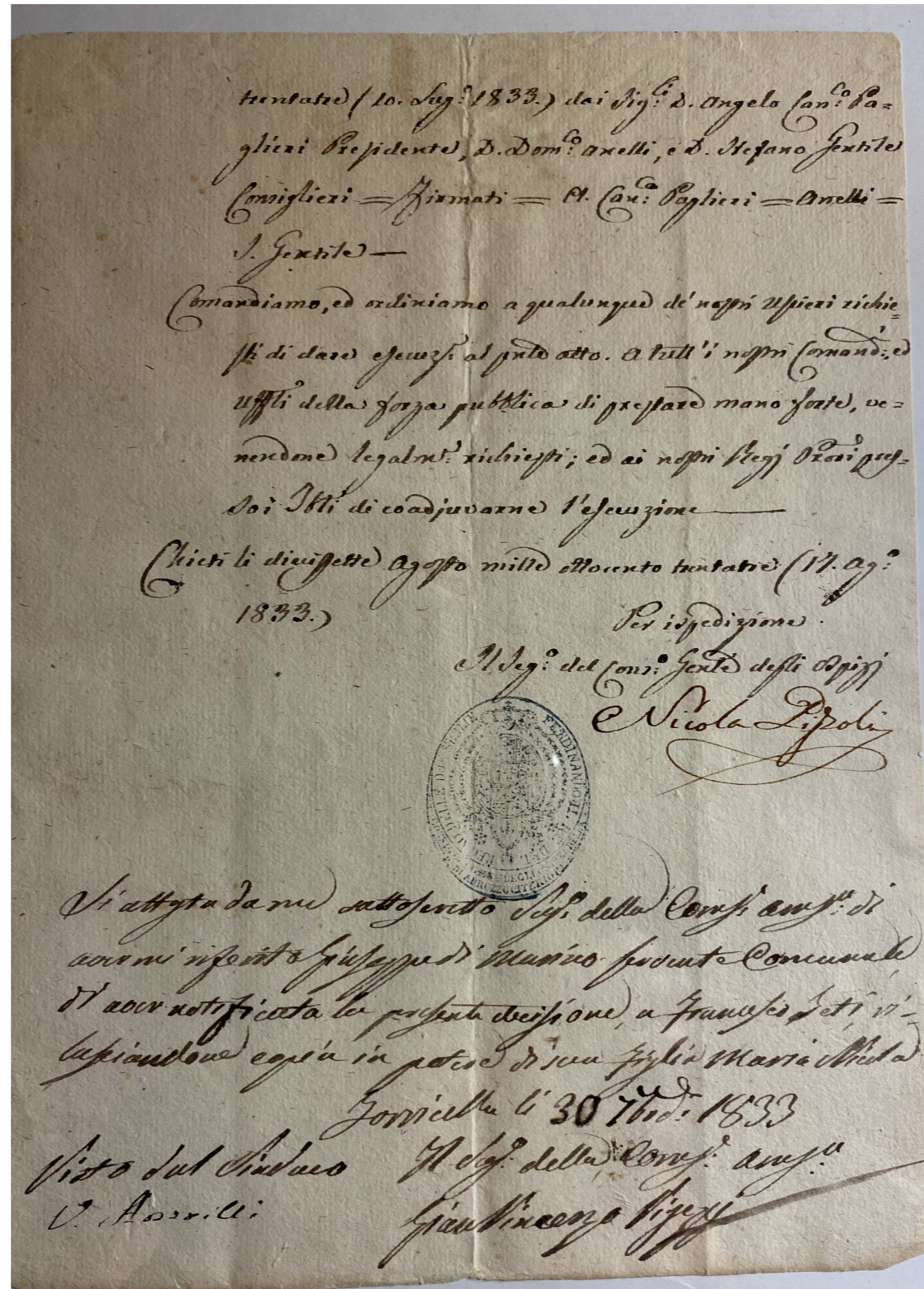
Reciprocal teaching 0.74

Effect size: 0.74

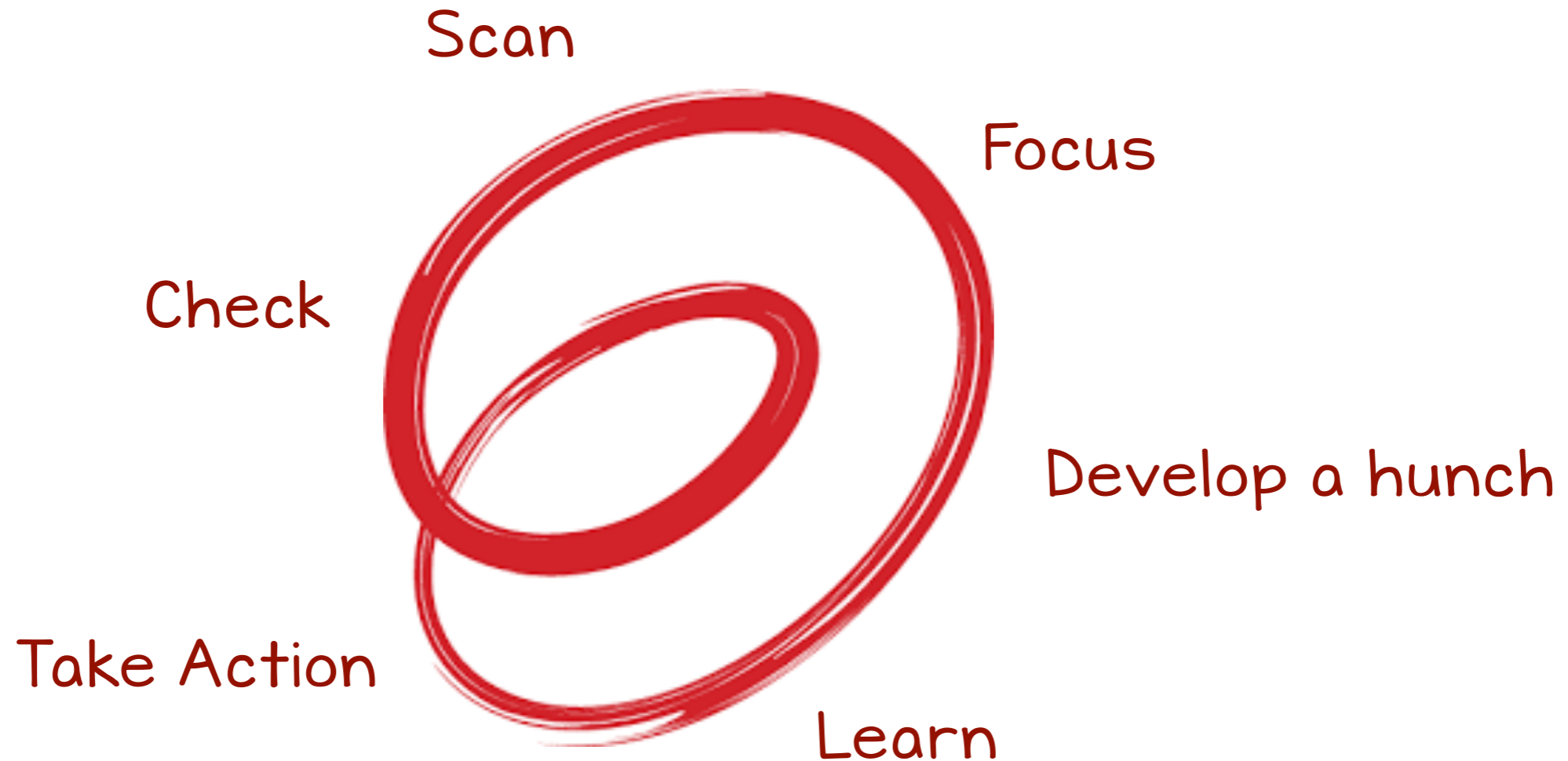


Problem solving teaching 0.68

Effect size: 0.68



Spirals of Inquiry for Planning & Teaching



What's going on for our learners?
How do we know?
Why does this matter?

A formative assessment model for inquiry

Inquisitive

- ✓ wondering and questioning
- ✓ exploring and investigating
- ✓ challenging assumptions

Persistent

- ✓ sticking with difficulty
- ✓ daring to be different
- ✓ tolerating uncertainty

Imaginative

- ✓ playing with possibilities
- ✓ making connections
- ✓ using intuition

Collaborative

- ✓ sharing the product
- ✓ giving & receiving feedback
- ✓ cooperating appropriately

Disciplined

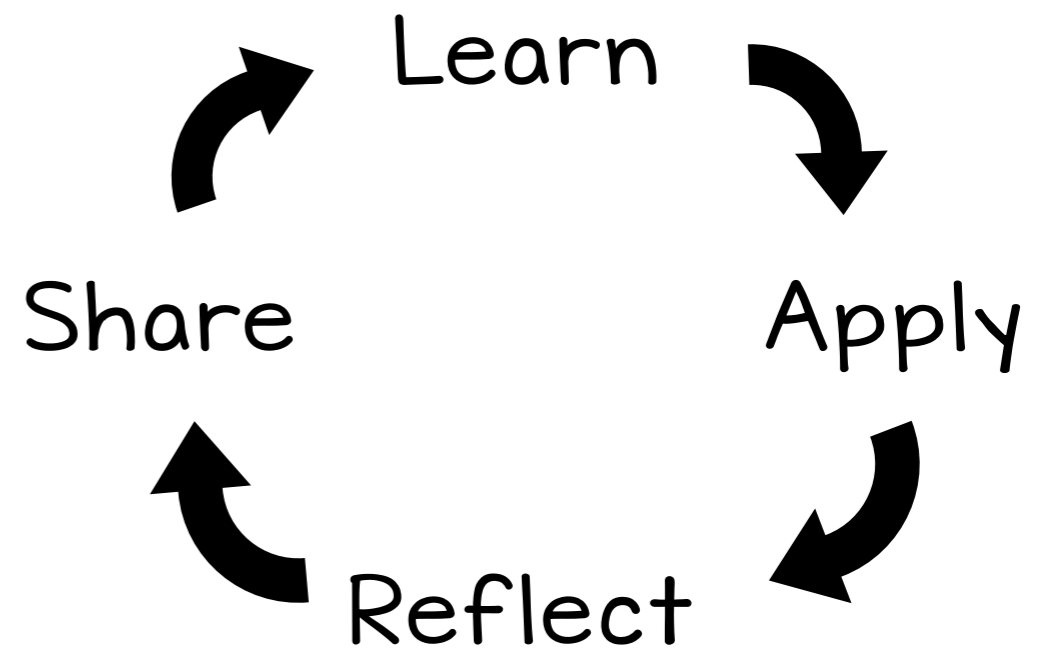
- ✓ developing techniques
- ✓ reflecting critically
- ✓ crafting & improving

Reflection, Collaboration, & Planning time

1. Direct Instruction
2. Jig Saw Method
3. Scaffolding
4. Reciprocal Teaching
5. Problem Solving Teaching

Please take this time to...

- ✓ Explore different teaching strategies
- ✓ Discuss ideas with colleagues
- ✓ Plan instruction with your students' needs in mind
- ✓ **Commit to try something new** and be prepared to **share** about it at our next session (January 25th)



Sources

Resource Books

Phonics From A-Z – Blevins

The Ramped-Up Read Aloud – Walther

Visible Learning for Teachers – Hattie

Spirals of Inquiry – Halbert & Kaser

Shake Up Shared Reading – Walther

The Literacy Workshop – Walther & Biggs-Tucker

Mosaic of Thought – Keene & Zimmerman

Comprehension Skill, Will & Thrill of Reading – Fisher & Frey

Connecting early language and literacy to later reading (dis)abilities – Scarborough

Write from the Start: Writing Workshop in K-3 – POPEY Presentation by Lori Jamison

Blogposts & Presentations

[Why Fluency Should Be Hot – Rasinski](#)

[Stefan Draschan](#)

[Hattie's Barometer of influence](#)

[Art Recording sheet – Walther](#)

[Waves: Light and Sound Plan – Walther](#)

[Jigsaw Method](#)

Videos

[Direct Instruction](#)

[Balanced Literacy Diet – YouTube](#)

[Teacher Appreciation](#)



Lisa Thomas
lisa@popey.ca

Jen Kelly
jen@popey.ca

See you in January...

Wednesday, January 25th



POPEY 

Provincial Outreach Program for the Early Years

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