

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

Increasingly
Strategic

Skilled Reading
Fluent execution and
coordination of word
recognition and text
comprehension.

Word Recognition

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

Increasingly
Automatic

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

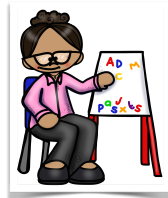
- * mini, not maxi
- * strategy-focused
- * model, model, model
- * direct and explicit instruction
- * guided practice in a safe, supportive setting
- * transfer to independence

Mini-Lesson Structure

I do

WE do

YOU do



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

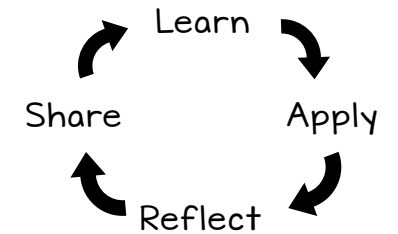
- ✓ developing techniques
- ✓ reflecting critically
- ✓ crafting & improving

Spirals of Inquiry – Halbert & Kaser

POPEY  Provincial Outreach Program
for the Early Years

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)

POPEY  Provincial Outreach Program
for the Early Years

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](#)

POPEY  Provincial Outreach Program
for the Early Years



Lisa Thomas Jen Kelly
lisa@popey.ca jen@popey.ca

See you in January..

Wednesday, January 25th

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

A rectangular box containing 15 horizontal lines for writing.

A rectangular box containing 15 horizontal lines for writing.

A rectangular box containing 15 horizontal lines for writing.

A rectangular box containing 15 horizontal lines for writing.