We will start in ...

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

School District No. 73 (Kamloops/Thompson)

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

Wednesday, October 12th 8:30–2:30

Presenters:
Lisa Thomas & Jen Kelly

POPEY Provincial Outreach Program for the Early Years

Shape of the Day

School District No. 73 (Kamloops/Thompson)

- 8:30am – Refreshments, Getting Settled to Get Started
- 8:45–10:30am
  - ✓ Welcome, acknowledgement, introductions, connections
  - ✓ Project Launch – learning together, community agreements
  - ✓ The Reading Brain – how we learn to read
  - ✓ Phonological & Phonemic Awareness
    - ✓ building blocks of literacy; scope & sequence; mini-lessons
    - ✓ word solving both in and out of texts
- 10:45–12:00pm – Phonics
  - ✓ scope & sequence, framework for lessons, reciprocity of reading & writing
- 12:45–2:30pm – Co-Teaching & Visible Learning through Inquiry
  - ✓ Reflect & synthesize – Putting it all together, goal setting, planning

POPEY Provincial Outreach Program for the Early Years

How do we learn?

- observation of someone skilled modelling/demonstrating
- direct instruction
- gradual release of responsibility
- practice / repetition
- time / opportunity
- encouragement / feedback
- safety to take risks and try new things
- relationships, motivation, engagement...

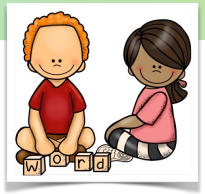
Learning is:
- social
- constructive
- experiential
- inquiry-based

With this in mind, how can we create the learning experiences our students need to build their foundational literacy skills?

Lesley University Institute: Word Study: Teaching Phonics, Vocabulary, and Spelling in Grades K–3

POPEY Provincial Outreach Program for the Early Years

Word Solving



"The goal of word work is to help children become active word solvers who can recognize words, take them apart or put them together, know what they mean and connect them to other words."

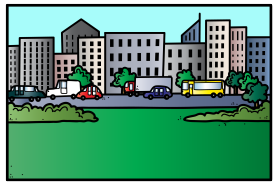
Visual Metaphor - What is a word?

Processes Sounds

Sound City

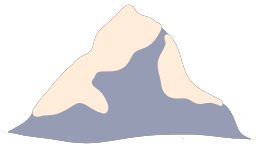
Memories

Meaning Mountain



Recognizes objects & faces

Visual Village



The Building Blocks 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
- **expand** their **reading** and **writing** powers

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

Key Definitions

Phonological Awareness

–the awareness of words, rhyming words, onsets and rimes, syllables, and individual sounds (phonemes)

Phonemic Awareness

–the understanding that spoken words are made up of individual sounds called PHONEMES

Phonics

–letter/sound relationships in reading and writing

Emergence of Phonological Awareness

- Rhyme
- Alliteration
- Sentence Segmentation
- Syllables
- Onset and Rime
- Phoneme Matching
- Phoneme Isolating
- Phoneme Segmenting
- Phoneme Segmenting and Blending
- Phoneme Manipulating

Word Work / Word Study must be transferred

The goal of word work instruction is to support kids' progress as readers and writers.

- **instruction** in Word Work matters because it enables reading & writing
- the **pace** & **content** of your Word Work needs to align with the work the kids are doing as readers & writers
- the **sequence** of your high-frequency words/word wall words should align with your **reading & writing instruction**
- your activities should connect…so the students can make connections

A Two-Pronged Approach to Teaching Word Solving Skills

Explicit instruction is needed to help students make meaning.

Making Meaning OUT OF Texts

Word Study

- Early Literacy Concepts
- Phonological Awareness
- Letter Knowledge
- Letter–Sound Relationships
- Spelling Patterns
- High–Frequency Words
- Word Meaning/Vocabulary
- Word Structure
- Word Solving Actions

Making Meaning IN Texts

Reading

- Active Read Aloud
- Reading Mini–Lessons
- Shared Reading
- Guided/Small–Group Reading
- Independent Reading

Writing

- Modelled Writing
- Writing Mini–Lessons
- Shared/Interactive Writing
- Guided/Small–Group Writing
- Independent Writing

Oral Language

Adapted from – *The Fountas & Pinnell Phonics, Spelling, and Word Study System* – Fountas & Pinnell

POPEY Provincial Outreach Program for the Early Years

Rhyming Activity - OUT of text

Rhyming I Spy

I spy with my little eye something that rhymes with …

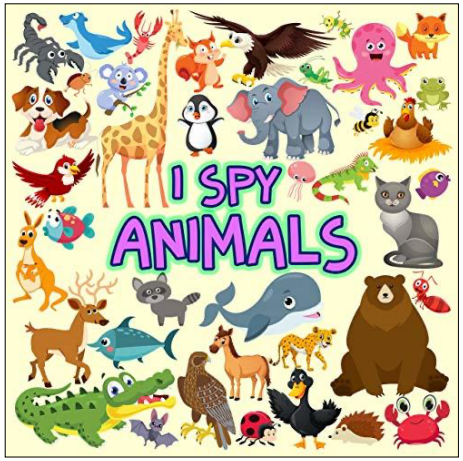
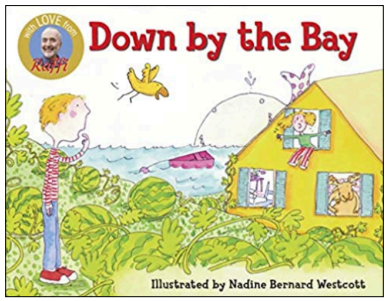


Image from: I Spy Animals – by Nancy Dyer

POPEY Provincial Outreach Program for the Early Years

Read Aloud Rhyming Activity - Making Meaning IN Text



Did you ever see a **frog**…

Did you ever see a **fox**…

Did you ever see a **dragon**…

–or choose your own animal and rhyme–

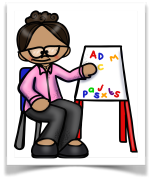
POPEY Provincial Outreach Program for the Early Years

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



Modelling a Mini-Lesson on Alliteration

* mini, not maxi
* strategy–focused
* model, model, model
* direct and explicit instruction

Peter Piper picked a peck of pickled peppers

* guided practice in a safe, supportive setting

Goofy Garrett… Lily loves… Calico cat…

* transfer to independence

make up your own phrase using alliteration

The Road to Reading Words

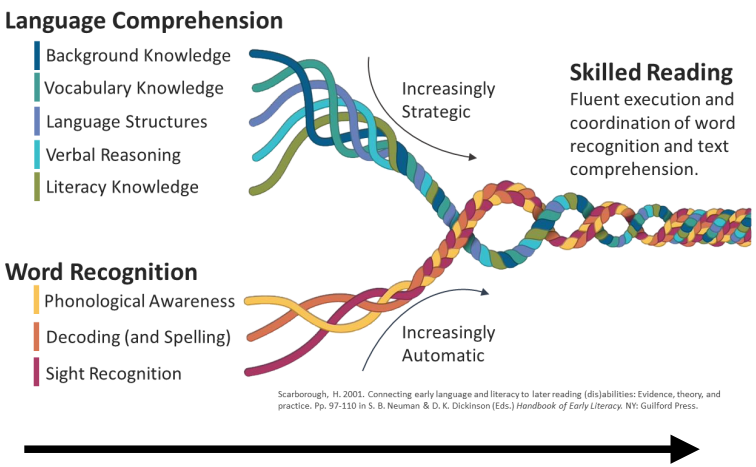
Spoken Language

- **Awareness of words** — words in sentences, compound words
- **Awareness of word parts** — syllables, onsets and rimes
- **Awareness of phonemes** — blending & segmentation of phonemes
- **Phonemes & graphemes** — letter–sound correspondences, letter–by–letter decoding
- **Phonograms** — word families, analogies, decoding chunks within words
- **Words** — automaticity in decoding, sight word recognition

Written Language

- **Letter recognition** — knowledge of letter names, recognition of letter shapes
- **Concepts of print** — directionality, difference between pictures & text

Scarborough's Reading Rope



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.

Scarborough's Reading Rope

"Being strong on the lower strands **affords more opportunities to acquire knowledge of the upper strands** and being strong on the upper strands has been shown to **enable faster and more accurate decoding of unfamiliar words.**

Therefore, <u>if any of the strands gets frayed</u>, it can hold back development of the other strands and by extension can eventually weaken the entire rope."

The Importance of Foundational Skills

Phonemic awareness which may be important
- if it is on the way to…

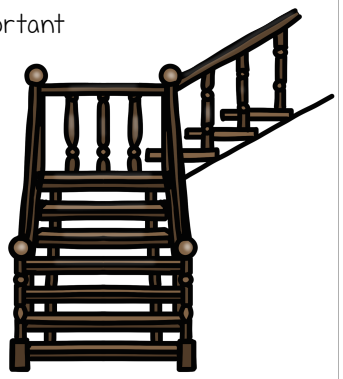
Phonics which may be important
- if it is on the way to…

Fluency which may be important
- if it is on the way to…

Vocabulary which may be important
- if it is on the way to…

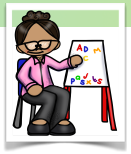
Comprehension which may be important
- if it is on the way to…

Critical reasoning and **problem solving** which may be important
- if it is on the way to…



…action in the world, changing something that matters.

Phonemic Awareness & Phonics



These work in concert to explicitly and systematically support our students as they navigate the unpredictable, complex alphabetic structure of language & print.

Phonemic Awareness

- main focus is on sounds
- deals with spoken language
- lessons are auditory
- students work with manipulating sounds in words

Phonics

- main focus is on letters and their sounds
- deals with written language and print
- lessons are both visual and auditory
- students work with reading and writing letters
  according to their sounds, spelling patterns, and phonological structure

Phonemic awareness activities
and systematic phonics instruction are aligned

What Phonemic Awareness Enables

The understanding that spoken words are made up of individual sounds called PHONEMES

Students who are phonemically aware are able to…

1. isolate
2. manipulate
3. blend & segment

PHONEMES (SOUNDS) → into spoken and written words

Scope and Sequence of Phonemic Awareness

Taught and learned in the order of easiest to most difficult…

Eight Phonemic Awareness Skills

1. rhyming
2. onset fluency
3. blending
4. isolating final or middle phonemes
5. segmenting
6. adding phonemes
7. deleting phonemes
8. substituting phonemes

Two Early Literacy Skills

1. letter naming
2. language awareness

Rhyme Recognition & Repetition

One minute direct instruction lesson

Rhyme Repetition

T says word pair,
Students repeat:

hop/mop ran/fan
wet/jet mad/dad

Examples:

go/no
yes/me
sad/mad
out/pig
run/fun
in/lap
rip/bag

Role of the Educator

- educator says the word pairs

Role of the Students

- Students **repeat** the word pairs and **show** thumbs up if the words rhyme, thumbs down if the words don't rhyme.

Using Elkonin Boxes to Develop Phonemic Awareness

Phoneme placement within words makes working with them easier or harder

Which sound do you think is easiest for students to identify? Which is the hardest? Put them in order with your table group.

hat

fish

stand

beginning phoneme	final phoneme	medial vowel phoneme	internal consonants in blends and clusters

Practicing Phonemic Awareness throughout the day

Make use of transition times and existing routines…

- During morning meeting – have students segment phonemes in each other's names
- During interactive writing – use elkonin boxes
- During transition times – play a few rounds of "Guess my Secret Word" by saying segmented words and students can blend sounds together

Article

Nell Duke & Heidi Anne Mesmer

Phonics Faux Pas

Avoiding Instructional Missteps in Teaching Letter-Sound Relationships

By Nell K. Duke, Heidi Anne E. Mesmer

The Name Game

Our name is the first word we loved. We can study our names as an entry point for learning letters and writing other things.

Write down your name on some paper.

See how many words you can make, using the letters in your name, in one minute.

Stefanie

You could also **sort** them like this:

- high frequency words – at, as, is, if, in
- cvc words – fan, tin, tan, set, net, sat
- cvce words – safe, sane
- blends or digraphs – nest, fast
- vowel teams/pairs – feast

What's in a name?

Using the names of the people at your table, how could you group some of your names together?

–syllables, beginning sounds, vowel teams, etc.

Heather

Kathy

Olivia

Jen

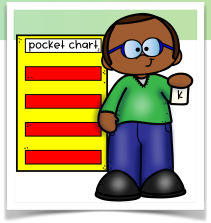
Roberta

Lisa

Darcy

Ella

More Ways to Use Name Charts



- Clap your name when we come to it
- Count the letters in your name
- Use riddles: "I'm thinking of someone whose name starts or ends with…"
- Clap the syllables in your name
- Match name cards to photos
- Find a name that has a letter like your name
- Ask students, "What do you notice about our names?"

What is phonics?

"We use phonics to refer to letter–sound relationships in reading and writing, not to describe a particular method of teaching or approach to reading instruction. Phonics and spelling are interrelated processes; both involve readers and writers using, analyzing, and solving words."

Spelling - Ehri's phases of reading development

Reciprocity – reading and spelling

Phase 1: pre–alphabetic	Phase 2: partial	Phase 3: full alphabet	Phase 4: consolidated alphabetic
(not using alphabetic principles)	(write with consonants–initial & final sounds)	(all the sounds are present, not necessarily spelled correctly)	(writing multi–syllabic words)

Possible Phonics Scope and Sequence

1. Short-vowel vowel-consonant (VC) and CVC words — at, sat
2. Short-vowel words with blends and digraphs: contrast fat and flat, hat and chat — flat, chat
3. Long-vowel CVCe words: contrast bit and bite, hat and hate — bite, hate
4. Long-vowel words representing multiple spellings: contrast mad and maid; cot, cat, and coat — maid coat stay grow

Possible Phonics Scope and Sequence

5. Words with r-controlled vowels, complex vowels, and diphthongs:
   - contrast pat and part, spill and spoil, moth and mouth, bid and bird

   part spoil mouth bird
6. Simple multisyllabic words containing common prefixes and suffixes:
   - contrast read and reread, trust and trusted

   reread trusted
7. More complex multisyllabic words using common syllable types:
   - contrast can and candle, nap and napkin

   candle napkin

WHY a Scope and Sequence?

Scope and sequence are created so that many words can be formed as early as possible.

How many words can you potentially read and write with the following letters?

- s, m, t, d, l
- s, m, a, t, d

Quick generation of useful words is not only more efficient, but highly motivating!

Framework for Word Study Lessons

Teach
- **whole class** lesson
- **introduce** the day's word study **principle**
- often includes an **inquiry** element – to encourage kids to **discover** something about language

Apply
- kids apply principle through **hands-on practice** *(often kinesthetic)*
- **opportunity** for them to **construct** their own knowledge
- can be whole-class, small-group, partner, or independent work
- teacher is working with small groups *(guided reading or other)*

Share
- kids **share discoveries** they made in whole-class meeting
- sharing provides teachers with **feedback** on the effectiveness of the lesson & how the kids did in **application** of the **principle**

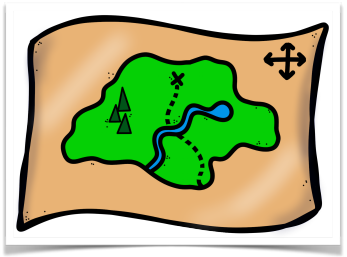
Connect
- **connections** are made **to reading & writing** – so kids know **how** to **use** what they've learned
- suggestions for various reading & writing experiences
- suggestions to extend learning & to make **home-school connections**

Adapted from – *The Fountas & Pinnell Phonics, Spelling, and Word Study System* – Fountas & Pinnell

Systematic Plan

"When a **new skill is introduced**, it should be **systematically** and **purposefully reviewed** for the next **four to six weeks**."

– Wiley Blevins



Phonics from A to Z – Blevins

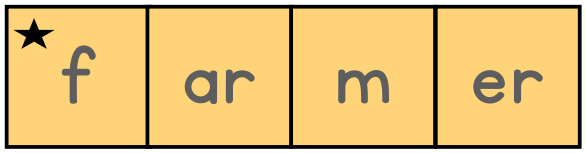
Using Elkonin boxes to Teach Orthographic Mapping

Why use Elkonin boxes?

- it helps build students' phonemic awareness & phonics
- it helps connect letters to sounds
- it helps students hear and record all sounds in a word
- it helps solidify left to right directionality

Once students are proficient with phonemic awareness:

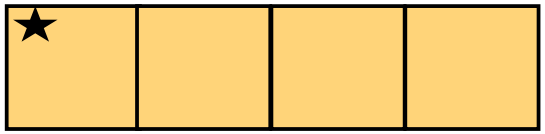
- You can transition to teaching letter boxes (this helps with spelling)
- Students gain independence with this problem-solving strategy



When Readers Struggle: Teaching that Works – Fountas and Pinnell

The process of using Elkonin boxes during Writing

- Give the student a 'practice page' or white board
  - When the student is writing and they come to a word they need to problem solve, model the use of Elkonin boxes on the practice page
- Model the task for the student
  - Say the word slowly and touch the boxes (or push objects into the boxes) as you say the word
- Have the student try it themselves
  - You may do the task together until the student can take over

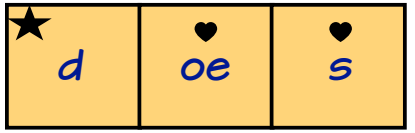


Orthographic Mapping

Orthographic mapping proposes that we use the pronunciations of words that are already stored in long-term memory as the anchoring points for the orthographic sequences (letters) used to represent those pronunciations.

Let's Explore an Orthographic Mapping Routine for the word

does



Building a Strong Foundation for Reading & Writing

"Children who are **aware** of **sound segments** such as **phrases**, **words**, **syllables**, **rhymes**, **letter clusters**, and **individual sounds** have developed (phonemic and) phonological awareness and **can use this knowledge** to **connect their oral language** with the **written language** as they **read and write**.

The **development of this sound awareness** is **necessary** in order for readers and writers to **understand** that **print represents speech**."

Emergent Literacy

Readers at this stage…	Writers at this stage…
…know that print tells a story or communicates ideas	…know that "writing" can tell a story or communicate ideas
…might or might not distinguish "writing" from "pictures"	…use scribbles, pictures, and symbols to "write"
…do not yet connect letters and sounds	…might copy letters or even words, but do not connect letters and sounds
…"read" from memory, patterns, and pictures	…tell what their writing says, often differently each time
…can often recognize their own names in print	…might write their own names

Reciprocity of Reading and Writing

Contributions of writing to literacy learning:

- slow analysis of print from left to right
- letter formations
- notice the importance of letter sequence
- hand–eye coordination
- group letters to get the message down quickly
- notice the difference between words, letters, phrases, and sentences

To help children notice that groups of words create meaning.

Engagement deepens further as children actually deploy their developing phonics and spelling abilities to read and write texts to inform, persuade, entertain, and innovate.

–Nell Duke

Image: Peter H. Reynolds – The Word Collector

Considerations for Collaboration

How to provide supplemental instruction

A TEAM is looking at assessment results, planning for appropriate instruction and interventions, and monitoring progress to decide next steps.

POPEY Provincial Outreach Program for the Early Years

Why Work Together?

Collaboration is KING (or Queen)

ALL students benefit in receiving the **expertise** of **many educators working together** to **ensure** student success

Additionally, when programs are uncoordinated, the strategies & skills aren't always transferrable from one setting to the other.

Learners who struggle must develop "schizophrenic tendencies just to survive" in uncoordinated programs

Everyone's In – Edmonton Public Schools & – *What Really Matters in Response to Intervention* – Allington

POPEY Provincial Outreach Program for the Early Years

Giving Students Access to Supports

what can benefit one, can benefit many

images & concept courtesy of Shelley Moore

POPEY Provincial Outreach Program for the Early Years

Co-Teaching Models

Overall Benefits:

- effective Differentiated Instruction
- inclusive classroom environment
- strengths of each teacher can be highlighted
- working with a common goal among professionals
- daily opportunities for professional development
  - ➡ as colleagues learn from each other

Collaborative Teaching in the Classroom

Six Models:

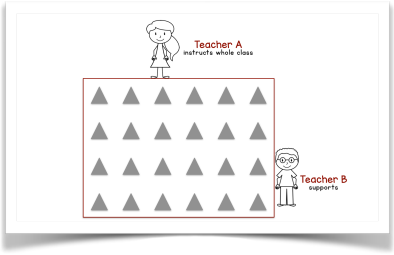
- Team teaching or Teaming (traditional co-teaching)
- Station teaching (rotating through centres)
- Parallel teaching (half/half, same content)
- Alternative teaching (large/small group)
- One teach, one observe (assessments, coaching,…)
- One teach, one support (provide 'guide on the side' support)

for video demonstrations of these types of teaching here

One Teach, One Support

Benefits of this model:

- less planning involved
- lower student/teacher ratio
- helpful in whole class instruction

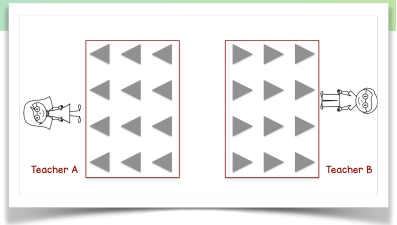


keep in mind & consider:
support person can feel like they are wandering around

example:

- ☑ literacy/resource teacher can work with identified students within the classroom setting

Parallel Groups



Benefits of this model:

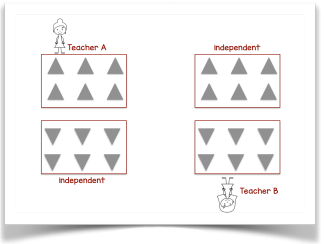
- **divide class** – each take **half**
- **less** students, **more** individual attention

keep in mind & consider:
more time needed to plan

example:

- ☑ interactive writing lesson with more students involved in the interactive part

Station Teaching



Benefits of this model:

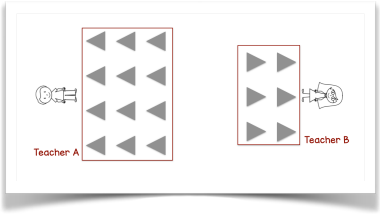
- Multiple small groups
- *could* be grouped based on specific needs of students
- can have some groups working independently

keep in mind & consider:
takes time to develop self-regulation skills for students who are working independently

example:

- ☑ Guided Reading during Literacy Centres/Stations

One Large, One Small Group



Benefits of this model:

- can be more **intensive** for students who **need more individualized support**
- teachers can **switch support** for **each group**

keep in mind & consider:
having students identify with the 'needs help' group

example:

- ☑ Reading Rave literacy blocks

Guidelines for Collaborative Teaching

- Establish collaborative goals
- Agree to use common language
- Practice communication skills
- Facilitate a collaborative climate
- Recognize and respect differences
- Hold each other accountable
- Reflect on your collaborative process and…

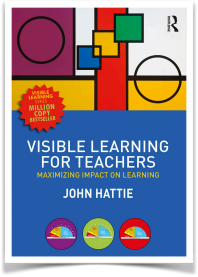
celebrate often

The Many Faces of Collaborative Planning and Teaching, Thousand, Villa & Nevin

Visible Learning - Overview

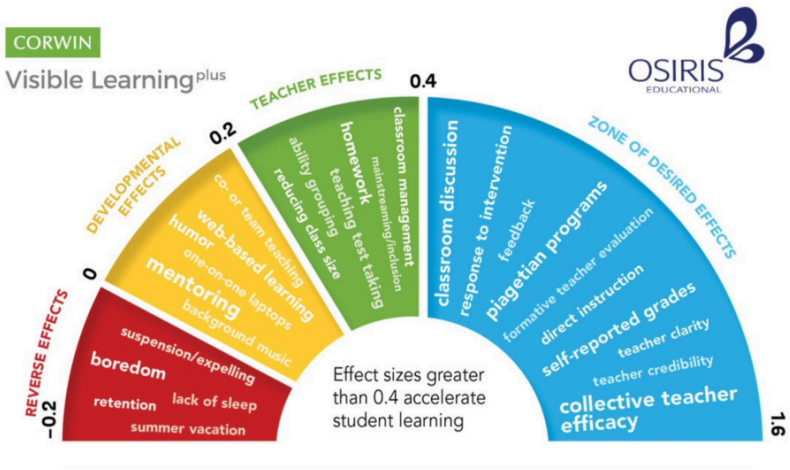
John Hattie

- 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 for Teachers – Hattie

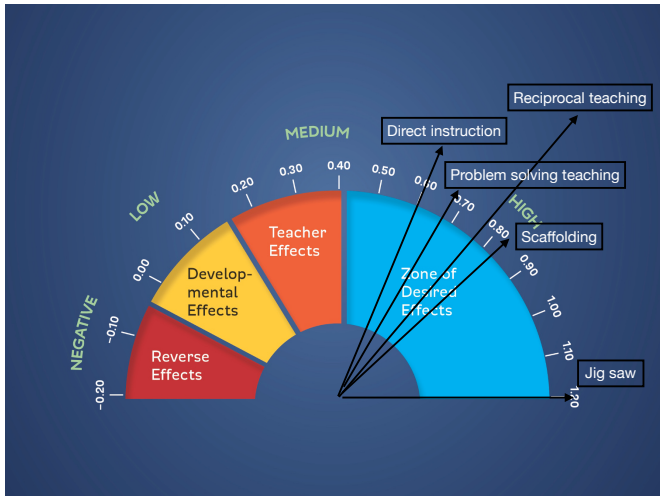
Visible Learning - Overview



Hattie's Barometer of influence

Inquiry Framework using Visible Learning

Focus on teaching strategies



Hattie's Barometer of influence

POPEY Provincial Outreach Program for the Early Years

Direct Instruction

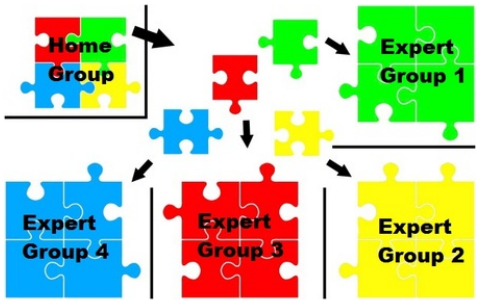
Effect size: 0.60

You Tube

POPEY Provincial Outreach Program for the Early Years

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.

Jigsaw Method

POPEY Provincial Outreach Program for the Early Years

Scaffolding

Effect size: 0.82

Balanced Literacy Diet – YouTube

POPEY Provincial Outreach Program for the Early Years

Reciprocal teaching 0.74

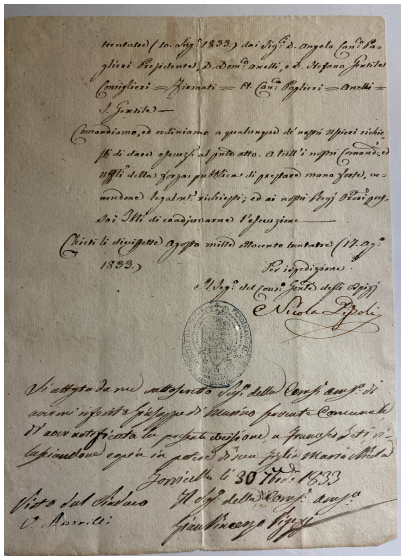
Effect size: 0.74

Comprehension: the Will, Skill & thrill of Reading presentation – Fisher & Frey

POPEY Provincial Outreach Program for the Early Years

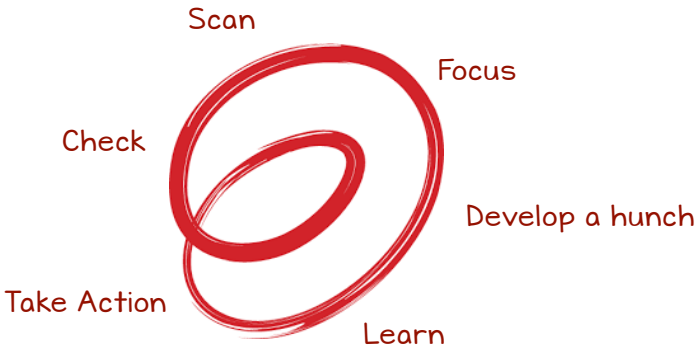
Problem solving teaching 0.68

Effect size: 0.68



POPEY Provincial Outreach Program for the Early Years

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

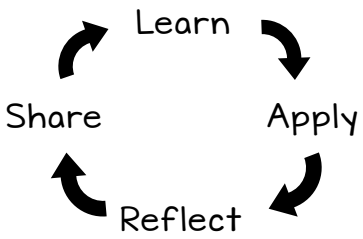
Imaginative
- ✓ playing with possibilities
- ✓ making connections
- ✓ using intuition

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 (Nov. 16th)

Sources

Resource Books

A Fresh Look at Phonics, Grade K–2 – Blevins

Literacy Lessons Part Two – Clay

Phonics From A–Z – Blevins

Shifting the Balance – Burkins & Yates

Heggerty Phonemic Awareness Curriculum

Phonics Activities & Games Kit – Blevins & Sadler School

Visible Learning for Teachers – Hattie

Comprehensive Literacy Resource – Trehearne

Phonics From A–Z – Blevins

Shifting the Balance – Burkins & Yates

Spirals of Inquiry – Halbert & Kaser

Units of Study in Phonics – Calkins

Lesley University Institute: Word Study: Teaching Phonics, Vocabulary, and Spelling in Grades K–3

The Fountas & Pinnell Phonics, Spelling, and Word Study System – Fountas & Pinnell

When Readers Struggle: Teaching That Works – Fountas & Pinnell

Conceptualizing reading: What have we learned from scientifically based reading research? Presentation by Lane

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

Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom – Fountas & Pinnell

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

POPEY Provincial Outreach Program for the Early Years

Sources

Blogposts & Presentations

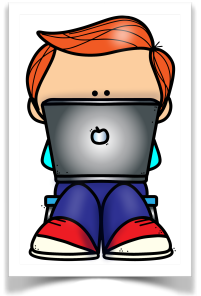
Movement into Reading – Ehri

The Big Five: Phonics–Orthographic Mapping – Wooldridge

Hattie's Barometer of influence

Phonics Faux Pas – Duke & Mesmer

Jigsaw Method



Videos

Tik Tok Word Reading

Balanced Literacy Diet – Park Those Sounds

Mr. Rogers' Speech – Lifetime Achievement Award

Direct Instruction

Worry About Yourself

Abbott Elementary on ABC

POPEY Provincial Outreach Program for the Early Years

Lisa Thomas lisa@popey.ca

Jen Kelly jen@popey.ca

See you next month...

Wednesday, November 16th

POPEY www.popey.ca

Provincial Outreach Program for the Early Years