RECOVERY LEARNING in LITERACY

KINDERGARTEN to GRADE 2

Part 1

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Manitoba

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Part 1: Observation and Assessment

Overview

Comprehensive assessment that is based on careful and systematic observation helps teachers to design the most appropriate learning opportunities for their students based on what their needs are at that particular point in time.

Assessment need not be formal, but it should be ongoing in order to account for the rapid changes in children's literacy development when they are provided with rich learning experiences. Young children are constantly learning, provided time is spent reading and writing continuous texts in a supportive environment.

Assessment leads to appropriate instructional support that is provided to emergent and developing literacy learners. The students build competencies through expressing oral language, reading text, and creating text when the contexts

- are meaningful

- have authentic and purposeful design

- build on the learners' strengths

- acknowledge the role of oral language, reading, and writing through play-based and inquiry-based learning environments

Goals

The goal of assessment in recovery learning is to identify which students will need more extensive literacy opportunities and teacher instruction within the regular classroom setting. These assessment practices will lead to planning for literacy recovery by the school team.

Taking a Team Approach

Undoubtedly, classroom teachers will have spoken with the students' parents or guardians regarding their observations of literacy progress during the suspension of classes and over the summer. The school literacy team may consist of all or some of the following personnel and membership may change over time, but may include

- administrator(s)

- classroom teachers from Kindergarten and Grades 1 and 2

- Early literacy intervention teacher (e.g., Reading Recovery teachers or other early literacy intervention teachers)

If available, and as needed, the team may also include

- literacy support teachers

- resource teachers

- English as an additional language (EAL) teachers

- clinicians

The team is created with the knowledge that multiple perspectives need to be cohesive and collaborative. The team should be neither too small nor too large but sufficient to ensure teachers are supported in the development of learning plans for literacy for a wide range of learner experiences and expertise.

Time Period

The recovery learning period will be the first term of school for most students; however, the period may be longer for some.

Ongoing observation and informal assessment will inform instruction and individual student needs in learning.

End of school year:

☐ Collect Classroom Literacy Survey (Appendix A) from Kindergarten and Grade 1 teachers

☐ Hold transition meetings among teachers

Beginning of new school year:

☐ Review the "school context" in preparation to carry out recovery learning plans:

  ◦ Form a team

  ◦ Set meeting times

  ◦ Establish observation times

Suggested Process for School Teams: Grade 1

Classroom Literacy Survey and Transition Meetings

As the school year comes to an end and as a new one begins, use the report cards plus the Classroom Literacy Survey (see Appendix A) to begin to consider the amount of support the individual student may require. This support will occur in the classroom.

This teacher survey is designed to be ongoing and fluid in nature, and adjusted frequently as teacher assessment and observation inform decision making regarding student learning.

Observation will occur during regular classroom literacy activities in **any** curricular area by more than one person for the first month of school. Observations are then shared and discussed by the team frequently and regularly.

Manitoba Education's literacy progression document (under review) will serve as a first, broad observation tool to guide educators' assessments. Observations need to be documented in some way. In the appendices of this document are some excerpts from *A Time for Learning, A Time for Joy* (Manitoba Education, 2015) that can help teachers guide and record observations. They also provide teachers with suggestions for other ways to gather data through retellings and dictated stories.

General Observation Period

Wait to begin assessment after students have attended five full days of school, thereby allowing for some classroom routines and relationships to be established. Observations at this time should be specific to talking, reading, and writing.

Consider the following questions during the observations:

- Is the child able to engage in literacy activities in a small group, with another student, and working alone?

- How long does the child engage when working in a group, working with another student, and working alone?

- Can the child write their name? Can they recognize their name?

- What is the child's longest utterance? What is their most complex utterance?

Specific Literacy Observation Period

For students who require some extra support or time in order to make progress, more assessment will be necessary to determine the specific areas requiring attention.

You can make greater insights into the existing strengths of each learner by collecting samples of the child's creations (e.g., writing samples, drawings, engagement with books), plus some targeted observations about their knowledge about how books work, how print works, and how to connect sounds and letters, as well as by rereading their own stories. This will guide the kinds of learning experiences that will build literacy expertise. Please see Appendices C, D, G, and H from *A Time for Learning, A Time for Joy* (Manitoba

Education, 2015) for other recording sheets that may be of use during the observations. See www.edu.gov.mb.ca/k12/childhood/time_for_joy/full_doc.pdf.

In addition, individual schools or school divisions may have a common literacy assessment that may be required, such as those by Clay (*An Observation Survey of Early Literacy Achievement*, 2016; *Record of Oral Language*, 2015) and Fountas and Pinnell (*Benchmark Assessment System*). They may also be using their own school division–designed assessment.

The team will meet to discuss observations, possibly revise learning groups, and plan appropriate learning experiences. Team meetings will involve establishing timetables for the observation assessment periods. It is expected that teams will need to meet regularly in term 1 to conduct regular ongoing assessments and planning for learning. This assessment period may continue into terms 2 and 3 for students who require extra support.

Suggested Process for School Teams: Grade 2

Classroom Literacy Survey and Transition Meetings

Reconnect with last year's teacher(s) to ease a student's transition, particularly if the student is new to the school or has not had consistent contact with their teacher during the COVID-19 suspension of classes.

General Observation Period

Observations can be scheduled to take place during literacy activities in **any** curricular area for the students' first 10 days of school.

Consider the following questions during the observations during literacy activities and inquiry-based periods:

- Is the student able to engage in literacy activities in a large and small group?

- How long does the student sustain their engagement?

Use Manitoba's literacy progression document (pending) as a guide. The school team will create guidelines for observing and supporting during this transition time as students' engage in individual and small-group literacy work. Observations at this time should be specific to talking, reading, and writing.

Specific Literacy Observation Period

For students who require some extra support or time in order to make progress, more assessment will be necessary to determine the specific areas requiring attention. This assessment may be informed by a writing sample, a reading sample (a running record of continuous text reading), or by consideration of certain questions such as "What is their longest utterance?" or "What is their most complex utterance?"

More Extensive Literacy Assessment

To help plan for literacy recovery instruction, further assessment may be required for any students who were included in early literacy intervention in the previous school year, as well as for those students whom teachers are unsure about. This assessment should focus on the following:

- Determine the student's instructional text level in reading

- Use a word reading test (e.g., The Burt Word Reading Test)

- Administer the writing vocabulary task (Clay, 2013, 2019)

- Administer the Record of Oral Language (Clay, 2015)

Some students will require the complete administration of *An Observation Survey of Early Literacy Achievement* (Clay, 2015).

Grade Level

To be completed at the end of the school year by the classroom teacher and revised throughout the following school year based on evidence gathered during classroom observations.

Please reflect on the evidence you have gathered regarding the literacy competencies of the students you have worked with and put each child's name into one of the four quadrants on this page. Ensure that every student is included. As children make gains in their literacy development in many rich and varied learning experiences, their names may shift to a different quadrant.

Progressing well   **Progressing when some instruction is provided**

Some concerns about progress   **Many concerns about progress or progress is unknown**

Date(s) Revised:

Part 2: Strengthening What Students Know

Linking Assessment Evidence to Learning

The learning opportunities outlined in this document are appropriate for any learner who is vulnerable in their literacy learning for any reason, including those with social or emotional uncertainty, those who are English language learners, those who have recently moved into a new cultural context, and those who are new to this school.

Making it Easy for Students to Learn

Assessment and observation during the first few weeks of school will provide evidence of what students know about literacy. The individual student will reveal a unique and diverse range of knowledge through opportunities to engage in a classroom setting. There will also be a diverse range of knowledge and abilities among the students in the classroom. Therefore, learning opportunities will need to have scope in order to engage all students in whole groups, small groups, or individual experiences.

Teachers will need to start where the students are in their learning. It will be critical to pay attention to the ways in which learning experiences are being designed and implemented in order to meet the diverse needs of students. If teachers notice that a particular focus of instruction does not suit a particular student, then greater support or a different approach should be tried.

Observe carefully to ensure individuals are not practising ineffective or inefficient literacy behaviours that will hinder progress. By acknowledging the partially correct or the glimmer of them knowing something better or faster, teachers can increase students' confidence and independence, no matter how small the steps. Praise and reinforcement will bolster student confidence.

Goal

The goal of the first two to four weeks is to have each student recall things they may have forgotten, refresh their learning, regain confidence, and gradually increase the consistency and flexibility of their foundational literacy knowledge—all of which will encourage their desire to learn more.

At the end of this period, it will be time for the team to meet about the progress of the students and to review the **Classroom Literacy Survey** and reprioritize students. It is common for children to make rapid changes when they learn things that are important to them. Expect to make a change in the student groupings and to make frequent revisions to the learning plans for the class.

Advice from Neurobiology

"The single most important factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly."

– David Ausubel

- Watch for natural talents and abilities and encourage their practice.

- Try to understand what the student knows and build on it.

- Repeat, repeat, repeat!

- Arrange for associated things to happen close in time (e.g., learning to read the closing lines of a story and write effective closing lines to their own stories)

- Pay attention to the "half right" in responses. Don't stress mistakes. Don't reinforce strategies that aren't useful.

- Misconnected (confused) neural networks are most often just incomplete learning. Try to determine where the confusions are and support the child to sort them out.

Building Bridges

Students' prior learning may not have prepared them for many new experiences with a new teacher and classroom. Experiences that are all part and parcel of what happens in school, such as working with a large group of students, following school and classroom rules, meeting the minute-by-minute demands of teachers, and competing with other students for teacher attention, are different than student's experiences in other settings. The following principles represent strong instructional practices for all students:

- Value students' first language or dialect and the experiences they have had. It is their strength and their "known."

- If students have missed opportunities to talk with others or to engage in school-like conversations, plan to increase the number of experiences they have talking with adults and other students. Play-based learning and storybook reading offer many stress-free opportunities for children to practise their oral language.

- If students have missed opportunities to engage in writing or in having their ideas and thinking recorded, then this will need to be part of the learning plan. Ensure that writing is purposeful, frequent, and related to all parts of the school day, and that it is modelled, interactive, guided, and independent.

- If students have missed hearing stories told and read to them, spending more time on this task will have benefits. This can be accomplished through oral storytelling and dramatic play, read-aloud, shared reading, guided reading, and **many opportunities for each student to read things that are easy**.

Motivation and Engagement

Keeping young students motivated and engaged is of paramount importance. Further learning will occur if they are involved in learning experiences that match **their** interests.

Engaging in conversation with each student is equally important. Relationships that students have with their teachers are directly linked to learning potential. Students will benefit from a teacher who tunes into their conversations and meets them where they are. Conversations like these will help to draw the learner into new territory.

"The student will develop the belief that reading and writing are enjoyable and informative activities that are not beyond his or her capabilities." (Scanlon and Sweeney, in Johnston, 2010, p. 182). Show delight in whatever they know how to do and praise effort, attempts, refinement of earlier behaviours, and involvement. Positive responding is a powerful tool in building their engagement in literacy learning.

The Power of Talking, Writing, and Reading

According to Clay (2015), "Writing can contribute to the building of almost every kind of inner control of literacy learning that is needed by the successful reader" (Clay, 2015, p. 145). What students know about writing can help with what they know about reading, and vice versa. They can learn almost all of what they need to know about our written language, such as

- the relationship between oral language and print

- the aspects of print that capture their attention

- the look of letters, clusters of letters, and words

- how to explore the details of print

- how to self-monitor their talking, reading, and writing

- how to communicate and extract meaning in varied ways

- how to play with language structures to improve clarity, interest, and purpose

Whole, Part, Whole

The first three years at school is a time of critical and rapid growth of knowledge about **constrained** skills such as alphabet and phonological knowledge (Paris, 2005) and the integration of those skills into **unconstrained** skills such as word knowledge, the reading process, and the writing process. Students learn about what goes into literacy processes and how to use these parts to support the "whole." The greatest portion of time in the school day should be devoted to the unconstrained skills where students are putting together the pieces of knowledge they have. This means that as students engage in their own conversations, read, and write, they gradually become more aware of the pieces (constrained skills) that are useful, and they learn how to use these pieces in whole words, phrases, sentences, complete stories, messages, and creations.

Instructional Balance: Assessment, Observation, and Learning Opportunities

This will involve a combination of direct skills instruction and authentic reading and writing for audience and purpose. Research shows the benefits of extensive engagement in versatile (e.g., shared reading and interactive writing) and more narrowly focused activities (e.g., phonological instruction, morphemic analysis) with goals to integrate skills from both areas in text reading and writing. Teachers will use a range of supports, guided by close monitoring of student progress and in-the-moment instructional moves that encourage independence in thinking. As much as possible, other curricular areas will integrate reading and writing instruction and opportunities. This is accomplished easily in play-, activity-, and inquiry-based learning experiences. The teacher will demonstrate high expectations and good classroom management within a caring and respectful environment that promotes extensive engagement in reading and writing.

Designing and Organizing Teaching and Learning

"[School teams] can approach the design of learning experiences in various ways, depending on purpose and needs. Educators use a variety of approaches to instructional design and consider many structures in order to embed focused and targeted teaching and learning within these designs. They will want to consider designs that provide opportunity for learners to practise meaningfully in the field of English language arts" (Manitoba Education, 2019, p. 53).

While some direct instruction will be needed over the period of recovery learning, the goal is to allow students to develop competencies and independence so that they are able to benefit from all classroom literacy experiences.

- **Independent reading and writing:** Provide students with opportunities to read and write things that are easy and familiar in order to remind them of what they are able to do. It is valuable for children to engage in talking, reading, drawing, and writing to share their stories, to play with language and writing materials, to imitate adults, to create personal messages, to communicate with others, and to explore. (Clay, 2010).

- **Read aloud:** Read to students from a variety of texts and encourage them to take part in conversations about them without interrupting the flow. This engages students in the overall meaning of the texts. Read texts that are generally of greater complexity than the students can read on their own. This is an opportunity to engage in rich children's literature and model the language and vocabulary of books. Students enjoy being able to explore these books later— to hold, to look at, to enjoy the cover and illustrations, and to reread for themselves.

- **Modelled writing:** Write messages for students and share moment-to-moment thinking about composing, recording, rereading, revising, and editing out loud to ensure that the learners can hear the problem solving behind the actions.

- **Language experience activities:** "Language experience activities are a way of motivating learners that can lead into meaningful writing (including guided writing or shared writing). Language experience activities involve planned, purposeful 'doing and talking' together, which will be followed by writing and reading about the experience. Such activities help young learners make sense of their world by taking part in, sharing, and discussing authentic experiences and usually going on to contribute to or to construct written text about them…

The teacher engages the students in the experience and in the discussion that elicits the students' own language about the experience, some of which can be written on a white board or chart paper. The teacher may go on to use shared or guided writing to produce texts about the experience. The key feature of this approach is that it uses talk about children's experiences as the basis for writing. This is an opportune time to support those children who are learning to speak standard English regardless of the reason…

Language experience activities make the links between spoken and written language visible. A lot of talk takes place, and the children become aware that writing arises from oral language. As the children enjoy reading and rereading the texts they created, they build their awareness of the relationship between reading and writing." (New Zealand Ministry of Education, 2003, p. 102).

- **Shared reading:** "In shared reading, the teacher and student read a text together. The teacher leads the reading, and the students follow with their eyes, actively listening and joining in as they become familiar with words, phrases, or concepts. All the participants need to see the text, which is enlarged. The teacher's support enables the students to behave like readers and enjoy the text, even though they may not yet be able to read it comfortably on their own…

The same text can be used several times in successive shared reading sessions with a different focus each time to meet new goals. As the students become familiar with the text, they gradually take more responsibility for reading it themselves…

Shared reading provides opportunities for teachers to observe how their students interact with texts. It allows teachers to plan purposeful ways to develop students' use of the sources of information in text in a supportive context. It's an ideal setting in which to introduce and reinforce information about the conventions of print, about strategies for solving unknown words, and about sound patterns in spoken language" (New Zealand Ministry of Education, 2003, p. 94).

- **Interactive writing:** "…in these lessons, the teacher serves as guide and often as scribe supporting children in an "apprentice" role. That means that both teachers and children negotiate the meaning and the structure of the text as they compose the message together." (McCarrier, Pinnell, and Fountas, 2000, p. xvi). The teacher models and talks through the process of constructing a text (or part of one), giving explicit instruction in how to use writing strategies during the shared writing process.

"This is often followed by guided writing; when the teacher has constructed part of the text, the students continue writing their own texts, working with teacher support but as individual writers. Through shared writing, students can take part in constructing a more complex text than they would be able to write on their own" (New Zealand Ministry of Education, 2003, p. 104).

Opportunities for students to explore their learning environments and engage in highly motivating activities with interested adults will be a solid preparation for more experiences at school where more explicit instruction may be required. When students engage in these ways, they are cognitively aware, mentally alert, and searching for new things to learn.

Appendix B: How Very Young Children Explore Writing

In her book *How Very Young Children Explore Writing* (2010), Marie Clay included a list of suggestions for parents, caregivers, and teachers. She emphasized that writing provided children "with powerful learning opportunities that contribute to their ongoing reading and writing progress" while reminding her audience that children will develop at their own rates, follow their own paths, and arrive at successful literacy outcomes. Some of her suggestions include the following:

- Provide pencils, markers, crayons, and papers in a place where children can use them, such as near a learning centre.

- Forget about adult objections like "messy," "too hard," and "too soon."

- Remember that the child's question is "What is possible?"

- Point to where the child can write, or where to start.

- Demonstrate how to do one simple thing.

- Help, if the child will allow you.

- Write yourself, alongside the child.

- Watch how the child works. Write down your observations.

- Talk about what you are doing while the child is watching.

- Use capital and lower-case letters appropriately when you are writing.

- Notice when the child's writing changes. Celebrate changes!

- When the child invents something new, celebrate!

- Provide clear examples, but accept rough imitation with delight.

- In the earliest stages, the hands do not learn as quickly as the mind does. Be patient as the child begins to control their movements on paper.

- Create reasons for writing and show examples. Show interest and make writing fun.

- Try to avoid correcting. Teach the child how to detect and correct for themself.

Part 3: Adjusting the Learning Plan—Moving into New Learning

Introduction

The first part of this document emphasized "systematic observation" of literacy behaviour, which allows teachers to capture what students know and can do. The second part stressed the benefits of students working within the body of literacy knowledge they possess. This allows the students to use and develop their strengths and their sense of independence, and helps to establish the relationship between teacher and learner. It also allows teachers to observe their students working when things are going well. Everyone needs to be mindful of the emotional and mental well-being of our youngest learners and to work hard not to upset the child's learning.

Throughout the first four to six weeks of school, teachers will have learned a great deal about the students with whom they work. Teachers will have notes and documentation of both formal and informal literacy behaviours that will be used to support evidence-based, high-quality decisions.

The goal is to have students gradually move into new learning, building on their current knowledge and expertise. Teachers can ask themselves, "What is the next, most accessible step in learning for <u>this</u> student?"

Look at the Classroom Survey

While observational notes will have the details of children at work with literacy, teachers may need to reassess some or all of the students, using the same tools as they have used previously (see Part 1). Young children learn continuously and it is likely that their knowledge, from one day to the next, has been increased, altered, reshaped, and revised, and this has led to new learning within a very short period of time—from one day to about three weeks. They could also have lingering confusions that have not yet been sorted out. When students are engaged in rich classroom experiences, they learn. Therefore, it is important for Early Years teachers to stay on top of that learning by observing systematically and regularly.

"Knowing what to look for, remembering to arrange to observe it, and making some record of behaviours, are the means to improved observation by teachers." (Clay, 2015, p. 210).

At points in time, the school team (see p.3) will meet to discuss student progress and to think about which students are benefiting from regular classroom instruction and experiences and which students still require more attention, support, and time. Using Appendix A: Classroom Literacy Survey (see p. 8) as a framework will allow teachers to do three things:

- First, it will allow the team to examine trends in the data and make decisions about goals for the whole group, a small group, or an individual.

- Second, it will allow the team to consider the students as individuals and determine which students need the teacher most.

- Third, it will allow teachers to reflect on whether the opportunities and experiences that they provided actually made a difference to the students, and how. This reflection determines next steps.

By providing the school team with evidence and articulating rationales for shifting students into the "best-fit" instructional group, teachers can ensure there is ample reason for the shift. By the simple act of articulating what the evidence is showing and what students CAN do, teachers can crystalize their thinking. This contributes to shared social construction for evidence-based decision making.

For the group that has many concerns about progress—that is, the group most in need of the teacher's support or those students who have a great deal to learn—look for ways to increase students' time on task. An increase of time on tasks that are within their grasp will have the greatest payoff. This means that most student time is spent on tasks that reinforce and consolidate what the students know, allowing for just one or two new things to be learned. These tasks are easy and enjoyable!

Engaging Students

Studies have shown that a teacher's ability to engage students in literacy instruction pays off in terms of motivation and learning (Bogner, Raphael, and Pressley, 2002). Engagement is not accidental; the teacher must plan for it and be prepared to have multiple approaches. Raphael, Bogner, Pressley, Shell, and Masters observed the following factors in highly engaged Early Years classrooms.

Teachers

- encourage cooperative learning

- downplay competition

- hold students accountable for their efforts

- project high expectations

- scaffold student learning appropriately

- make library and cross-curricular connections to content covered in class

- encourage autonomy and choice

- have a gentle, caring manner

- interact with students positively, making home-school connections

- provide opportunistic mini-lessons

- reteach when students did not understand the first time (or second!)

- make personal connections with students

- support appropriate risk-taking; making the classroom fun

- encourage creative and independent thinking by students

Positive Practices

The teacher sets up fail-safe situations in which each child can initiate successful activity—working out some possibilities, discovering things for himself, extending his problem solving skills, and enjoying the challenge that is within reach. Only when the task is within their control can children take on new learning with success and enthusiasm.

> — *Reading Recovery Council of North America*
> *"Making it Easy to Learn"*

Research has also shown that it is powerful for students to use what they know when trying to do something new.

It is beneficial for new learning to be linked to something that is known by the student. Encourage students to link the new to the known and allow them to build on their individual strengths. This allows teachers to "follow the child" so that reading and writing work and problem solving are within the child's current capabilities.

Teachers can help

- set up **fail-safe situations** where the child can be in control and will experience success

- provide challenges within reach so that the student is successful

- activate, build, and value the student's prior knowledge

- carefully select books that stimulate and support an individual student's personal competencies in oral language and understanding of the world

- prepare children to hear, use, and see unusual vocabulary, language, and features of text

- encourage independent problem solving on the part of students

Using Real Text—Telling, Reading, and Writing Messages, Stories, and Information Text

Every aspect of reading and writing can be taught using authentic texts without the need for worksheets, various "programs," or computer applications (Moustafa and Maldonado-Colon, 1999, p. 448). Even a simple poem provides opportunities to investigate. "Once children are able to do one-to-one matching and can read the story by themselves, whole-to-parts phonics instruction can begin" (Moustafa and Maldonado-Colon, 1999, p. 451). Every piece of text contains letter-sound correspondences that would be of interest to emergent and early readers. Provide skills instruction within the context of an ongoing reading or writing activity.

Balancing skills instruction with reading and writing occurs in effective classrooms. Students need a little direct instruction (10 to 15 minutes per day) and then massive opportunities to put that instruction into practice—reading and writing messages, little books, storybooks, literature, author-specific books, non-fiction, and informational texts (Pressley et al., 2002, p. 12). The greatest gains will be made by ensuring students have time on-task, actually reading and writing. A balance of instructional perspectives— teaching to students' needs more than following any particular program's sequence— makes the learning personal.

Example: "The Eensy, Weensy Spider" (or Itsy Bitsy or Incy Wincy) has some simple letter-sound correspondences, such as the words "rain" or "sun," that can be highlighted in word study with an emergent reader. More unusual words, such as "eensy" and "weensy," can be highlighted for a reader who has more experience and may be ready and able to look for spelling patterns.

Reading and Writing are Reciprocal Processes

Students' knowledge about print is improved by both their reading and their writing. What the student knows about one is used with the other, and vice versa. Look for ways

to integrate and share reading and writing experiences. This means timetabling literacy blocks, and not separating the tasks of reading and writing. This allows students to capitalize on the benefits one task provides the other as they read and write across the curriculum.

I define reading as a message-getting activity and writing as a message-sending activity, that increase in power and flexibility the more they are practiced.

– Marie Clay (2001)

A single poem, story, or informational text is used in many ways. For students just beginning, it might be a read-aloud story or it might be used for shared reading. The same story can become one that is used for instructional purposes within the context of a lesson. It can become a text for independent or partner reading. Later, the same text can be revisited simply for enjoyment or to explore a previously unnoticed aspect. The text is a jumping-off point for student writing as well. The only caution is that any text should not be over-taught so that students come to resent something that should be joyful, but revisiting texts for a different purpose at a different time is encouraged!

Example: Using an existing notice for a lost cat, the students can choose a word that they would like to be able to write correctly for themselves and to practise. As an extension, the students might create their own ad for a lost item.

"Lost Cat"

Have You seen Me?
Name: Luna
Description:
I have black and white fluffy fur, yellow eyes, a red collar, and a pink nose.

If you have any information Please Contact:

(204) 555-5555
cat@gmail.com

Valuing Approximations to Support the Development of Agency and Self-Control

When teachers encourage their students to do things for themselves, students show greater self-regulation and engagement (Pressley et al., p. 14). By teaching students how to do things by themselves, teachers engage students whether they are working alone or with a partner or a teacher. You can see the sense of agency that develops in students when they appear to be consumed by their work and somewhat oblivious to other people and activities around them. Teachers who see that their students are developing competence and who encourage them to build on their approximations and half-right responses will find teaching to be more joyful and classrooms to be easier to manage. Students thrive in positive, reinforcing, and cooperative environments.

Example: One way to foster independence is to have sets of books readily and easily available, and to teach students how to decide which bin and which book to read.

Resources

The suggested resources list below is not exhaustive. They are valuable resources for teachers working with children in the early years of literacy development. Online videos are accessible to Manitoba educators at no cost.

For further information or support, please contact Manitoba Education consultant Allyson Matczuk at Allyson.Matczuk@gov.mb.ca.

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Video

Nell Duke Series, *Doing What Works*

Dr. Nell Duke, who served on the Institute of Education Sciences (IES) panel that developed the Improving Reading Comprehension in Kindergarten Through 3rd Grade Practice Guide, produced Doing What Works, a series of video resources on improving reading.

- What Good Readers Do

  www.youtube.com/watch?v=CgSRH0EYvhU

- Developing Sight Word Vocabulary

  www.youtube.com/watch?v=CYLefa3kFYs&t=309s

- Increasing Engagement with Informal Text

  www.youtube.com/watch?v=NObjH6Ix_tA

- Vocabulary Instruction

  www.youtube.com/watch?v=q5WP-45PjGA

- Comprehension

  www.youtube.com/watch?v=2BJFoFj4SOg

- Supporting Literacy at an Early Age

  www.youtube.com/watch?v=wyOxymPwgZk

- Alphabet

  www.youtube.com/watch?v=CdhD4VM0Rls

Linda Dorn

Linda Dorn, a professor of reading education at the University of Arkansas at Little Rock and director of the UALR Center for Literacy, created the following useful video resources for teaching literacy.

- Teaching for Deep Comprehension
  www.youtube.com/watch?v=29T7eyHfRTE

- Apprenticeship to Literacy
  www.youtube.com/watch?v=cWIKKziBKw0

- Comprehensive Literacy Model
  www.youtube.com/user/lindadorn

Irene Fountas and Gay Su Pinnell

Fountas and Pinnell Literacy has created this useful blog of teaching tips to help elevate teachers' expertise.

https://fpblog.fountasandpinnell.com/tag/teacher-tip-tuesday

Regie Routman

Regie Routman has been teaching, coaching, and leading in diverse schools across the U.S. and Canada for over 40 years, and she is the author of numerous resources for teachers. The following videos include several useful interviews and resources.

- Engagement, Excellence, and Equity: A Conversation with Regie Routman
  www.youtube.com/watch?v=LlWOJBwaWAo

- Greatest Lesson Learned
  www.youtube.com/watch?v=PHU1pk9zltE

- Nurturing Writers
  www.youtube.com/channel/UCUd5OJ40JoIMVJ3-vM7K3tg

Reading Recovery Council of North America Video Library

"This video library offers extensive examples to help educators strengthen early literacy outcomes for K–3 students. Six effective literacy practices are highlighted to deepen teachers' understandings of literacy learning. The practices may be incorporated into teaching in the classroom, small groups, and one-on-one instruction." (no membership required)

https://readingrecovery.org/professional-learning/effective-literacy-practices-video-library/

- Making it Easy to Learn
- Teaching for Transfer: Strategic Activity
- Selecting Texts that are Just Right
- Phrasing in Fluent Reading
- Assessing Through Close Observation
- Learning about Phonology and Orthography

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