



# Building a Reading-Writing Connection in the Classroom

PRESENTED BY  
Hannah Irion-Frake, Third-Grade Teacher

**EDVIEW360**  
WEBINAR SERIES

# Follow Us on Social Media



@VoyagerSoprisLearning



@Voyagersopris



@VoyagerSoprisLearning



@Voyagersopris

## Hannah Irion-Frake

Third-Grade Teacher, PA

- LETRS® trained and committed to spreading awareness of the science of reading
- Shares actively about how she brings Structured Literacy practices into her own third-grade classroom on her Instagram account @readingwithmrsif and on Twitter @readingwithmsif
- Epic! Master Teacher and Seesaw Ambassador



# Reading & Writing

“In addition to the simple fact that writing is required of students, writing is important because it benefits reading.”

LETRS, Volume 2, Unit 8

**Every aspect of writing is demanding.**





**Reading and writing are reciprocal processes.**



# Resources

- LETRS, Volumes 1 &2 (Language Essentials for Teachers of Reading and Spelling)
- [The Writing Revolution](#) by Judith C. Hochman & Natalie Wexler
- [The Reading Comprehension Blueprint](#) by Dr. Nancy Hennessy
- [Teaching Elementary School Students to Be Effective Writers, an Educator's Practice Guide](#) from the Institute of Education Sciences

# Scarborough's Reading Rope

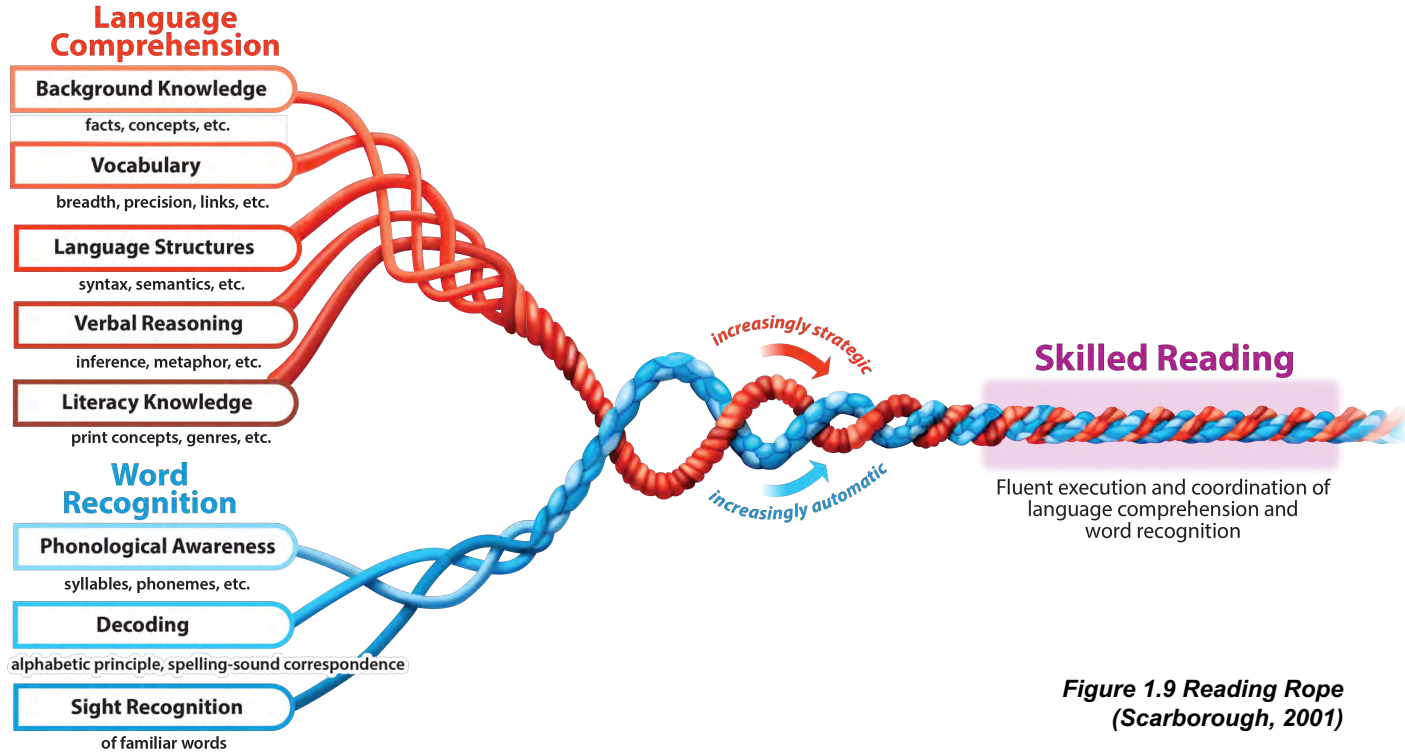
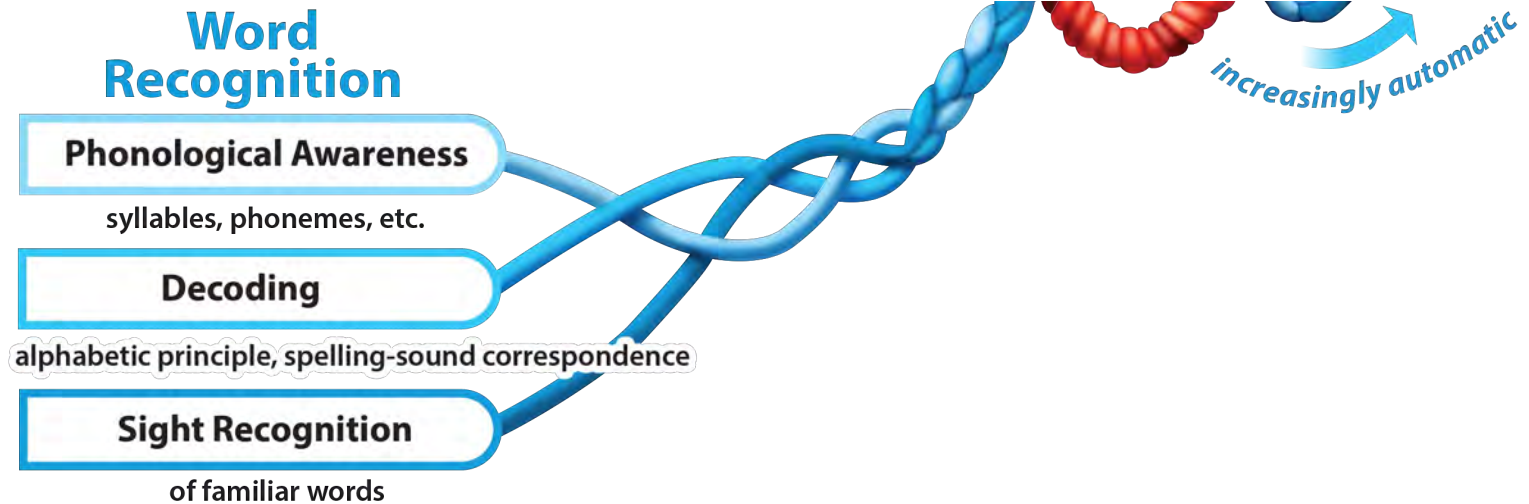


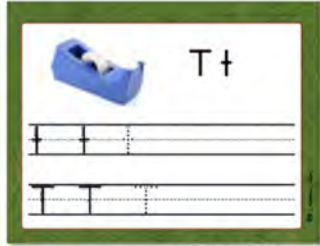
Figure 1.9 Reading Rope  
(Scarborough, 2001)



# Word Recognition Strands



# Graphomotor Skills/Handwriting



Have students turn to page 26 in the Student Book. Use simple, consistent dialogue about where to start and how to form letters. Model how to write the letters.

Watch as I write t. Now, trace t on your page. Say the letter name, then the sound for t each time you trace it. Now, write t on your paper. Write it two times. Say the letter name, then the sound for t each time you write it. Repeat with capital T.

## Letter Review

Distribute a lowercase and capital letter pair to partners. Today, you will play the Partners Game. Show your partner your letter. Ask your partner to tell you the name and the sound for the letter. If your partner says the letter name or sound incorrectly, say the correct name and sound for the letter. Call on partners to say the names and sounds for the letters.

Have partner pairs exchange letters with other partner pairs. Repeat the activity.

**LETTER FLUENCY** Shuffle and stack the letter cards. Model how to name the letter cards quickly. Show each letter card and have students identify the letter name. Shuffle the cards and repeat the activity at a faster pace as a group. Increase the pace and call on individuals to say the letter names. If time allows, repeat the activity with letter sounds.

## TO CORRECT

- Restate the correct letter name or sound.
- Have students say the letter name or sound with you.
- Repeat until students learn the letter name or sound.



“As letters are learned, students benefit from explicit teaching of letter features, spatial relationships, and sequences of strokes.”

—LETRS

## Letter and Sound Identification

### Introduce /t/, t, T

Materials: letter cards c, t, m, p, l, C, F, M, P, T

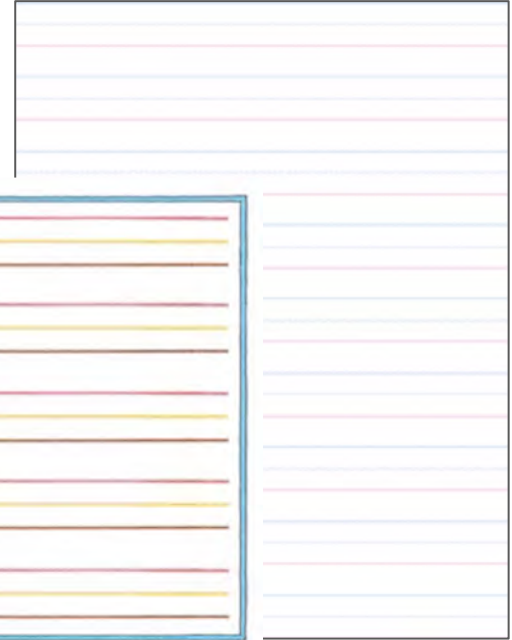
Today, we will learn the name of a new letter. Remember, every letter has a name. Show t. The name of this letter is consonant t. What is the name of this letter? (consonant t) Show capital T. We also have another letter T. The name of this letter is capital T. What is the name of this letter? (capital T) Ask for group responses, then individual responses.

Let's practice naming the letters we just learned. What is the name of this letter? Students should respond by saying t or capital T.

This letter also has a sound. Display the picture side of the letter card. The sound for this letter is a stop sound, /t/, as in tape. When you say /t/, the tip of your tongue touches behind your front teeth. What is the sound for this letter? (/t/) Repeat with capital T. Have individuals say the sound.

# Tips for Teaching Letter Formation

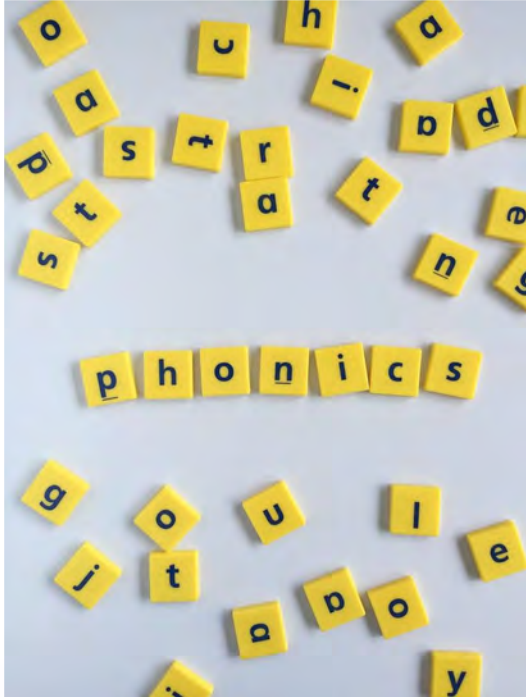
- Use paper with guidelines
- Use consistent language to describe motor sequences
- Compare letters that are similar
- I Do—We Do—You Do



VOYAGER SOPRIS  
LEARNING®

a cambium company

# Spelling/Phonics



# Spelling/Phonics

cat

bat

bit

pit

short a

cat

hat

short i

zip

fit



VOYAGER SOPRIS  
LEARNING®

a cambium company



# Spelling/Phonics, continued

urgently

1.

u

e

y

2.

ur

gent

ly



VOYAGER SOPRIS  
LEARNING®

a cambium company

# Language Comprehension

## Language Comprehension

### Background Knowledge

facts, concepts, etc.

### Vocabulary

breadth, precision, links, etc.

### Language Structures

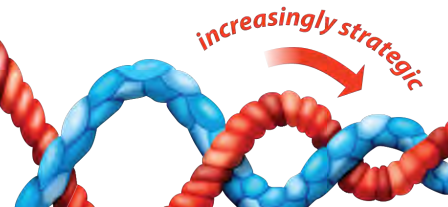
syntax, semantics, etc.

### Verbal Reasoning

inference, metaphor, etc.

### Literacy Knowledge

print concepts, genres, etc.



# Background Knowledge & Vocabulary

“...having students write about topics unrelated to content represents a huge wasted opportunity to boost their learning.”

—The Writing Revolution

# Before Reading

**Who?**

**What?**

**When?**

**Where?**

**Why?**

**How?**



# Before Reading



The other bees watch how I dance. My dance tells them where the nectar is. I have two dances: a circle dance and a waggle dance.

When the nectar is near, I do a circle dance. I turn from left to right. I make an **incomplete** circle. Then, I circle the other way. The dance tells everybody that the flowers are near. The other bees fly off to find the nectar.



If the nectar is far, I do a waggle dance. First, I waggle from side to side. Then, I run in a straight line. That's how I tell them which **direction** the flowers are in.

I do a perfect job. The other bees collect the nectar and bring it back to the hive. We have enough to make a lot of honey!



# During Reading



STICKY NOTE  
READING  
NOTES

This reminds me of...



Questions I Have:



Copyright © 2022 ReadingWizards®

*I didn't know  
stick bugs  
smelled bad.*




The stick bug is a smelly bug that looks like a stick. It is long and skinny. Sometimes it is called a walking stick. It likes to eat plants. If you **mistreat** a stick bug, it might make a bad smell. Most stick bugs do not have wings.

A lot of people love dragonflies. They are **fascinating**. Their wings seem to **sparkle**. They eat smaller bugs that bite people. A dragonfly can fly fast. More than 5,000 different kinds of these beloved bugs have been discovered.

Adventure 6 Lesson 6 • 179

# After Reading



## A Leader's Challenge



Jaylen Arnold is making a big change. He is helping to stop kids from bullying.

Jaylen was born with a disorder. This makes his arms move for no reason. Some of the kids at school bullied him. When Jaylen was eight years old, he was very tired of being bullied. He set a **goal**. He wanted to teach others about **respect**.

Jaylen started *Jaylens Challenge*. He challenges kids to stop bullying. He speaks at schools. He goes on the road to spread his message: "Bullying No Way!"



© 2012 Pearson Education, Inc. All rights reserved. | Jaylens Challenge Foundation, Inc.

© 2012 Pearson Education, Inc. All rights reserved. | Jaylens Challenge Foundation, Inc.

22 • Adventure 1 Lesson 7

Adventure 1 Lesson 7 • 23

Leaders are people who...

I could be a leader by...

# After Reading

## Cold-Blooded

Reptiles are cold-blooded animals. They cannot turn up the heat, so they must find a way to stay warm. They usually sit in the sun and bask under hot sand or heat. It's not very having cold blood!



Illustration © Corbis • 107



Reptiles do not all look the same. A snake has a soft body. It can travel from one spot to another very quickly. A turtle has a shell. The head comes through it soft. Lizards come in many sizes. One might fit in your hand, though others are as big as you!

108 • Illustration © Corbis



Reptiles can do neat things. Usually they lay eggs. They grow a new tooth each time one falls out. Some reptiles can even grow new tails.

Illustration © Corbis • 109

Reptiles are cold-blooded because...

Reptiles are cold-blooded but...

Reptiles are cold-blooded so...

# After Reading

## Talking to Animals



Here is a great fact that is **unknown** by many. Animals can talk! They are unable to talk exactly like humans. They talk in their own way.


Have you heard of Alex? He was an African Grey parrot. He was very smart. Scientists helped him learn new things. Alex made sounds that were like talking. He knew seven colors. He learned the alphabet and how to count.



164 • Adventure 6 Lesson 1

Many people loved Koko. She was not a monkey. Koko was a gorilla. She used sign language to talk. This was a way for her to **communicate**. She knew more

than 1,000 signs. That is a lot! She knew many English words. Koko could do almost anything. She was one smart gorilla.



Adventure 6 Lesson 1 • 165

Dolphins can talk too. In general, they are very smart. They have a lot of energy. A dolphin can send a **message** by touch or sound. They may also use eye **contact**. People can shake hands to say hello. Unlike people, dolphins rub fins. All of these skills help them stay alive. Maybe one day you will talk to an animal!



166 • Adventure 6 Lesson 1



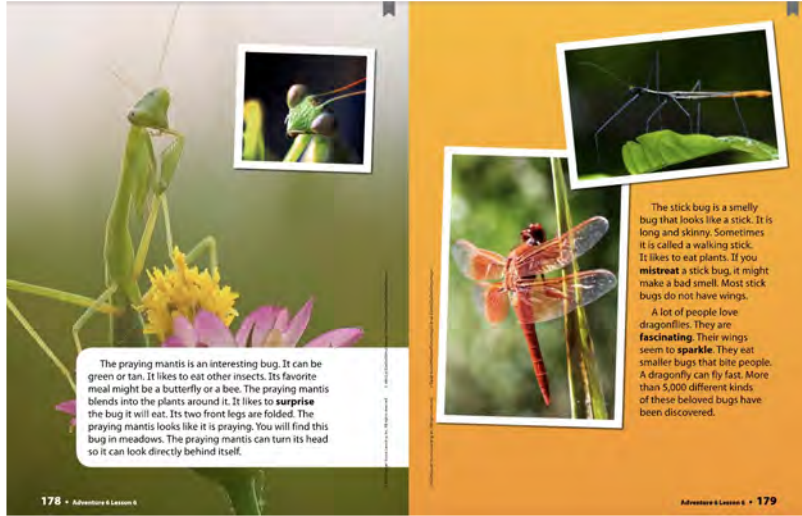
# Syntax and Sentence-Level Work

“Helping students work with syntax, which is the grammatical and structural basis of our written language, supports their comprehension of text.”

—The Reading Comprehension Blueprint



# Working with Syntax



- Sentence combining
- Sentence expansion
- Generating different types of sentences

**The praying mantis hatched.**

Who?	
What?	
Where?	
When?	
Why?	
How?	

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Working with Syntax



animals

talk

colors

sign language

smart

sound

skills

dolphin

gorilla

parrot

wave

# Text Structure and Genre

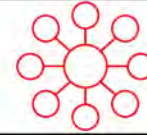
## STORY ELEMENTS

<h3>CHARACTERS</h3> <p>Who is in the story?</p> 	<h3>SETTING</h3> <p>When &amp; where does the story happen?</p> 
<h3>PLOT</h3> <p>What happens in the story?</p> 	<h3>THEME</h3> <p>What can you learn from the story?</p> <p>FRIENDSHIP COURAGE PERSEVERANCE LOVE HONESTY</p> <p><small>Copyright © 2020 ReadingwithMrsJF</small></p>

# TEXT STRUCTURE

## DESCRIPTION

- for example
- such as
- {adjectives}



## SEQUENCE

- first, next, last
- before, after
- {dates}



## COMPARE & CONTRAST

- similar / different
- on the other hand
- both



## CAUSE & EFFECT

- because / since
- so / as a result
- if / then



## PROBLEM & SOLUTION

- problem / solution
- solve / resolve
- dilemma

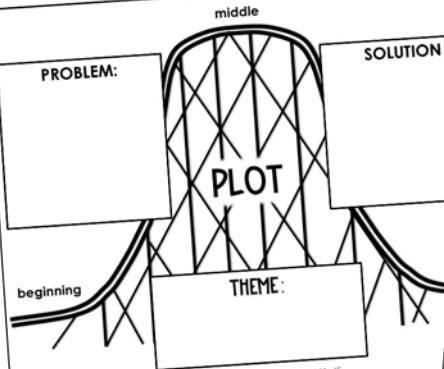


# Use Graphic Organizers

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Directions: Fill in the boxes with details from the story.

Title: \_\_\_\_\_

CHARACTERS:	SETTING:
-------------	----------

PROBLEM:  SOLUTION

Copyright © 2020 ReadingWithAElf

**\*Main Idea & Details**

TOPIC: \_\_\_\_\_

MAIN IDEA: \_\_\_\_\_


DETAIL: \_\_\_\_\_

DETAIL: \_\_\_\_\_

DETAIL: \_\_\_\_\_


Copyright © 2020 ReadingWithAElf


**SUMMARIZE**

TITLE:  Somebody


Who is the main character? \_\_\_\_\_

What does the character want? \_\_\_\_\_


Wanted 

But 

What is the problem? \_\_\_\_\_

So 

How do they try to solve the problem? \_\_\_\_\_

Then 

What is the solution? \_\_\_\_\_


Copyright © 2020 ReadingWithAElf

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Directions: Identify the problem in the story. Then identify the solutions the characters tried and the solution that worked.

Title: \_\_\_\_\_

Problem:  \_\_\_\_\_

Attempted Solutions: \_\_\_\_\_

Solution:  \_\_\_\_\_

Copyright © 2020 ReadingWithAElf

# The Simple View of Writing

## Foundational Writing Skills

- Letter Formation
- Handwriting
- Spelling
- Punctuation
- Word/Sentence  
Spatial Organization

**X**

## Composition

- Topic Knowledge
- Vocabulary/Word Choice
- Sentence Formulation
- Grammar & Usage
- Literary Forms/Genres
- Organization of Ideas
- Audience Awareness

**=**

## Skilled Written Expression



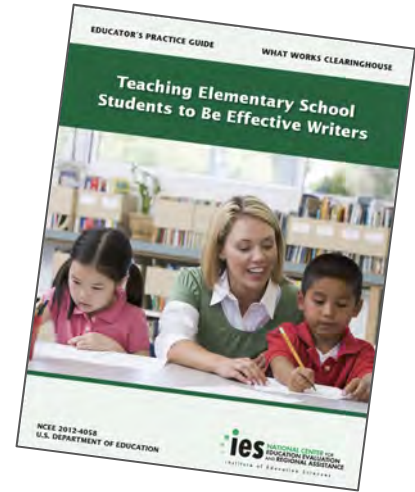
# SOR Best Practices for Classroom Implementation

Recommendation No. 1: Provide daily time for students to write.

Recommendation No. 2: Teach students to use the writing process for a variety of purposes.

Recommendation No. 3: Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.

Recommendation No. 4: Create an engaged community of writers.



# Q&A



## Research-Based Reading Intervention (K-5)

# Efficient and Research-Based Reading Intervention

Voyager Passport is a comprehensive supplemental reading intervention program that provides struggling readers with explicit instruction, corrective feedback, and more time on task to master critical reading skills. Voyager Passport also meets the highest level of ESSA criteria: Strong.



# Our Next Webinar



**Dr. Jan Hasbrouck**

## **Reading Fluency: The Key for Comprehension**

**Wednesday, October 19, 2022 | 2:00 p.m. (CT)**

We all know that fluent reading is an important goal for our students to achieve but how do we develop fluency and how do we help those who struggle?

Join us for this informative session with respected author and researcher Dr. Jan Hasbrouck, who will share an updated and functional definition of reading fluency. The presentation will also include research-supported fluency instruction strategies that you can apply to your own classroom teaching, the updated compiled ORF norms (Hasbrouck & Tindal, 1992; 2006; 2017) will be shared.

You'll enjoy Hasbrouck's motivating style as she provides an opportunity for attendees to reflect on how fluency supports reading comprehension and how it should fit into a comprehensive and effective reading program for all students.



**THANK YOU**