Lifelong Practices of Readers and Writers

November 30, 2017

With

Dawn Shannon and Michelle Bulla
Welcome and Introductions!
## Questions you will answer. . .

- How can TEACHERS use the PRACTICES in their classrooms to improve reading and writing?
- How can the PRACTICES describe what we look for when we observe and coach teaching?
- How can districts use the PRACTICES to review current curriculum and instruction?

## Outcomes. . .

At the end of this session, you will

- Explain what “the practices” are and why they were added.
- Describe how teachers/schools/districts can use the practices to improve literacy.
How are “The Practices” described in the introductions?

Think about this morning’s presentation. What were key messages about “The Practices”? Why were they added?

The Practices can be found on pages 2, 3, 4 of the Introductions and on page 7 in the Standards.
Lifelong Practices of Readers and Writers (page 3)

Independently read the practices. What do you notice?
Are these practices regularly implemented in your classroom? School? District?

<table>
<thead>
<tr>
<th>Lifelong Practices of Readers</th>
<th>Lifelong Practices of Writers</th>
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</thead>
<tbody>
<tr>
<td><strong>Readers</strong></td>
<td><strong>Writers</strong></td>
</tr>
<tr>
<td>• Think, write, speak, and listen to understand</td>
<td>• Think, read, speak, and listen to support writing</td>
</tr>
<tr>
<td>• Read often and widely from a range of global and diverse texts</td>
<td>• Write often and widely in a variety of formats, using print and digital resources</td>
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<tr>
<td>• Read for multiple purposes, including for learning and for pleasure</td>
<td>and tools</td>
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<tr>
<td>• Self-select texts based on interest</td>
<td>• Write for multiple purposes, including for learning and for pleasure</td>
</tr>
<tr>
<td>• Persevere through challenging, complex texts</td>
<td>• Persevere through challenging writing tasks</td>
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<tr>
<td>• Enrich personal language, background knowledge, and vocabulary through reading and</td>
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<td>communicating with others</td>
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<tr>
<td>• Monitor comprehension and apply reading strategies flexibly</td>
<td>• Experiment and play with language</td>
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<tr>
<td>• Make connections (to self, other texts, ideas, cultures, eras, etc.)</td>
<td>• Analyze mentor texts to enhance writing</td>
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<td></td>
<td>• Strengthen writing by planning, revising, editing, rewriting, or trying a new approach</td>
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Lifelong Practices of Readers and Writers (page 3)
SHARE what you observed about The PRACTICES. . .

Which PRACTICES do you see regularly in schools?

Which might be NEW?
LIFELONG PRACTICES OF READERS AND WRITERS  Did you notice?

The title implies...

Parallel Structure

So what?

Inquiry

Student choice

STUDENT INDEPENDENCE

STUDENT DECISIONS

Experimentation
Activity: Complete Step 1 independently

SELECT ONE PRACTICE
What does it actually look like?
What evidence would you look for that this practice is happening in your classroom, school, district?

Step 2: AFTER THE SIGNAL
FIND SOMEONE NEW-SHARE!
Making it concrete is the beginning of making it real!!

Some stories from teachers. . .
Daniel Tusa and Vanessa O’Connor
Malone Middle School
“What happens when you point to the practices along with a posted learning target? Students see the ‘big picture’!” Dan
Lifelong Practices Of Readers And writers

Read/Write Often…
- From Global and Diverse Texts
- In a Variety of Written Formats

Read/Write for Multiple Purposes…
- Learning
- Pleasure

PERSEVERE
- Through Challenging, Complex Texts
- Through Challenging Writing Tasks

Think, Write, Speak, and Listen to…
- Understand texts
- Support writing

Through Reading, Writing, and Communicating with Others, ENRICH…
- Personal Language
- Background Knowledge
- Vocabulary

Enhance Writing…
- Experiment and PLAY with Language
- Analyze Mentor Texts

Strengthen Writing…
- Plan
- Revise
- Edit
- Rewrite
- TRY New Approaches

Make Connections
- To Self
- Other Texts
- Ideas
- Cultures
- Eras

READ What INTERESTS…YOU!

COMPREHEND
- Apply Reading Strategies
More from Daniel and Vanessa’s classroom

Lifelong Practices of Readers and Writers

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READ What INTERESTS...YOU!
What happens when students select texts and write about their selections? A story from Monroe-Woodbury
#MWReads  Kevin Towers  is an MW READER!
Title: The enemy has a face
Author: Liora Mihlowitz
It's about: A boy who has gone missing and they are trying to find him.
Star Rating: ★★★★★
Next on my "to read" list:
The next book I want to read is The Hunger Games.

#MWReads  Bryan Santana  is an MW READER!
Title: American Born Chinese
Author:     
It's about: An Asian boy trying to fit in and ends up realizing he's someone he's not.
Star Rating: ★★★★★
Next on my "to read" list:
Wild Animus
Life of Pi

#MWReads  Justin Salierno  is an MW READER!
Title: Maximum Ride
Author: James Patterson
It's about: A group of mutant teens on the run from scientists who constructed them in a lab.
Star Rating: ★★★★★
Next on my "to read" list:
IT, by Stephen King
The Practices in Action

Speed Dating Books

Reading for inspiration!

#MWREADS

Classroom Libraries
How can YOU use THE PRACTICES to support literacy in your work?
Create “like groups”

TEACHER FOCUS:
How can YOU use THE PRACTICES to support literacy in the classroom?

COACHING FOCUS:
How can PRACTICES help us when we observe teaching and learning?

CURRICULUM FOCUS:
How can districts use practices to review or revise curriculum?
Create A NEW GROUP with members from all three teams!
SHARE YOUR IDEAS!

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Why focus on The Practices?

What “small step” will you take?
Thank you!

Michelle and Dawn