Lifelong Practices of Readers and Writers

June 8, 2018
with
Dawn Shannon and Michelle Bulla
Welcome and Introductions!
LIFELONG PRACTICES OF READERS AND WRITERS

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.

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?
LIFELONG PRACTICES OF READERS AND WRITERS

Where are The Practices?

Go to:

- The Introductions: pages 2, 3, 4
- The Standards: page 7

Password: Wi-Fi
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?
<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 and tools</td>
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<td>• Read for multiple purposes, including for learning and for pleasure</td>
<td>• Write for multiple purposes, including for learning and for pleasure</td>
</tr>
<tr>
<td>• Self-select texts based on interest</td>
<td>• Persevere through challenging writing tasks</td>
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<tr>
<td>• Persevere through challenging, complex texts</td>
<td>• Enrich personal language, background knowledge, and vocabulary through writing and communicating with others</td>
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<td>• Enrich personal language, background knowledge, and vocabulary through reading and communicating with others</td>
<td>• Experiment and play with language</td>
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<tr>
<td>• Monitor comprehension and apply reading strategies flexibly</td>
<td>• Analyze mentor texts to enhance writing</td>
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<tr>
<td>• Make connections (to self, other texts, ideas, cultures, eras, etc.)</td>
<td>• Strengthen writing by planning, revising, editing, rewriting, or trying a new approach</td>
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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?

Students independently. . .

• Choose
• Inquire
• Experiment
• Persevere
Step 1: COMPLETE THIS INDEPENDENTLY

SELECT ONE PRACTICE

What does this practice actually look like?

What would be the evidence 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!!

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

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

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

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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Strengthen Writing...
- Plan
- Revise
- Edit
- Rewrite

TRY New Approaches
- Experiment and PLAY with Language
- Analyze Mentor Texts
What happens when students select texts and write about their selections? A story from Monroe-Woodbury
Kevin Towers

Title: The enemy has a face
Author: Gloria 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.

Bryan Santana

Title: American Born Chinese
Author:
It's about: A 12-year-old 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

Justin Salerno

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
Speed Dating Books

Classroom Libraries

Reading for inspiration!
Ani Rosario
Dansville Central School

The Practices as Philosophy
Self Selection impacted student motivation and learning

Students select texts

Book Surfing

Your name:
Book title:
Rate: First Impression 1-5
Rate: Glazing (read info on inside/back cover) 1-5

Student-Selected Responses to Text

Self-Selected Criteria
Recently, a group of educators in the Broome-Tioga BOCES region were reflecting about practices that we teach about writing. We asked ourselves these questions:

*Why do we require students to do what they do as writers?*

*How has technology changed our practices as writers?*
How can YOU use THE PRACTICES to support literacy in your work?
TEACHER FOCUS: How can YOU use THE PRACTICES to support literacy in the classroom?

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

CURRICULUM FOCUS: How can districts use THE PRACTICES to review or revise curriculum?

Create interest groups
Discuss answers to the questions
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