

Lifelong Practices of Readers and Writers

November 30, 2017

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?**

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?

Lifelong Practices of Readers	Lifelong Practices of Writers
<p>Readers</p> <ul style="list-style-type: none">• Think, write, speak, and listen to understand• Read often and widely from a range of global and diverse texts• Read for multiple purposes, including for learning and for pleasure• Self-select texts based on interest• Persevere through challenging, complex texts• Enrich personal language, background knowledge, and vocabulary through reading and communicating with others• Monitor comprehension and apply reading strategies flexibly• Make connections (to self, other texts, ideas, cultures, eras, etc.)	<p>Writers</p> <ul style="list-style-type: none">• Think, read, speak, and listen to support writing• Write often and widely in a variety of formats, using print and digital resources and tools• Write for multiple purposes, including for learning and for pleasure• Persevere through challenging writing tasks• Enrich personal language, background knowledge, and vocabulary through writing and communicating with others• Experiment and play with language• Analyze mentor texts to enhance writing• Strengthen writing by planning, revising, editing, rewriting, or trying a new approach

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...

Student
choice

Parallel

Structure

So what?



STUDENT
INDEPENDENCE

Experimentation

STUDENT DECISIONS



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*

P.B.I.S
Be Safe
Be Caring
Be Responsible



From Malone CSD: Daniel Tusa and Vanessa O'Connor

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

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

COMPREHEND

- Apply Reading Strategies

READ What INTERESTS...YOU!

Lifelong

Practices

Of

Readers

And

writers

Think, Write, Speak, and Listen to...


- Understand texts
- Support writing

Through Reading, Writing, and Communicating with Others, **ENRICH**...

- Personal Language
- Background Knowledge
- Vocabulary

More from Daniel and Vanessa's classroom

Lifelong Practices of Readers And writers



Think, Write, Speak, and Listen to...

- Understand texts
- Support writing

Read/Write Often...

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- In a Variety of Written Formats

READ What INTERESTS...YOU!

Read/Write for Multiple Purposes...

- Learning
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Through Reading, Writing, and Communicating with Others, ENRICH...

- Personal Language
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PERSEVERE

- Through Challenging, Complex Texts
- Through Challenging Writing Tasks

Strengthen Writing...

- Plan
- Revise
- Edit
- Rewrite
- TRY New Approaches

Enhance Writing...

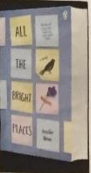
- Experiment and PLAY with Language
- Analyze Mentor Texts

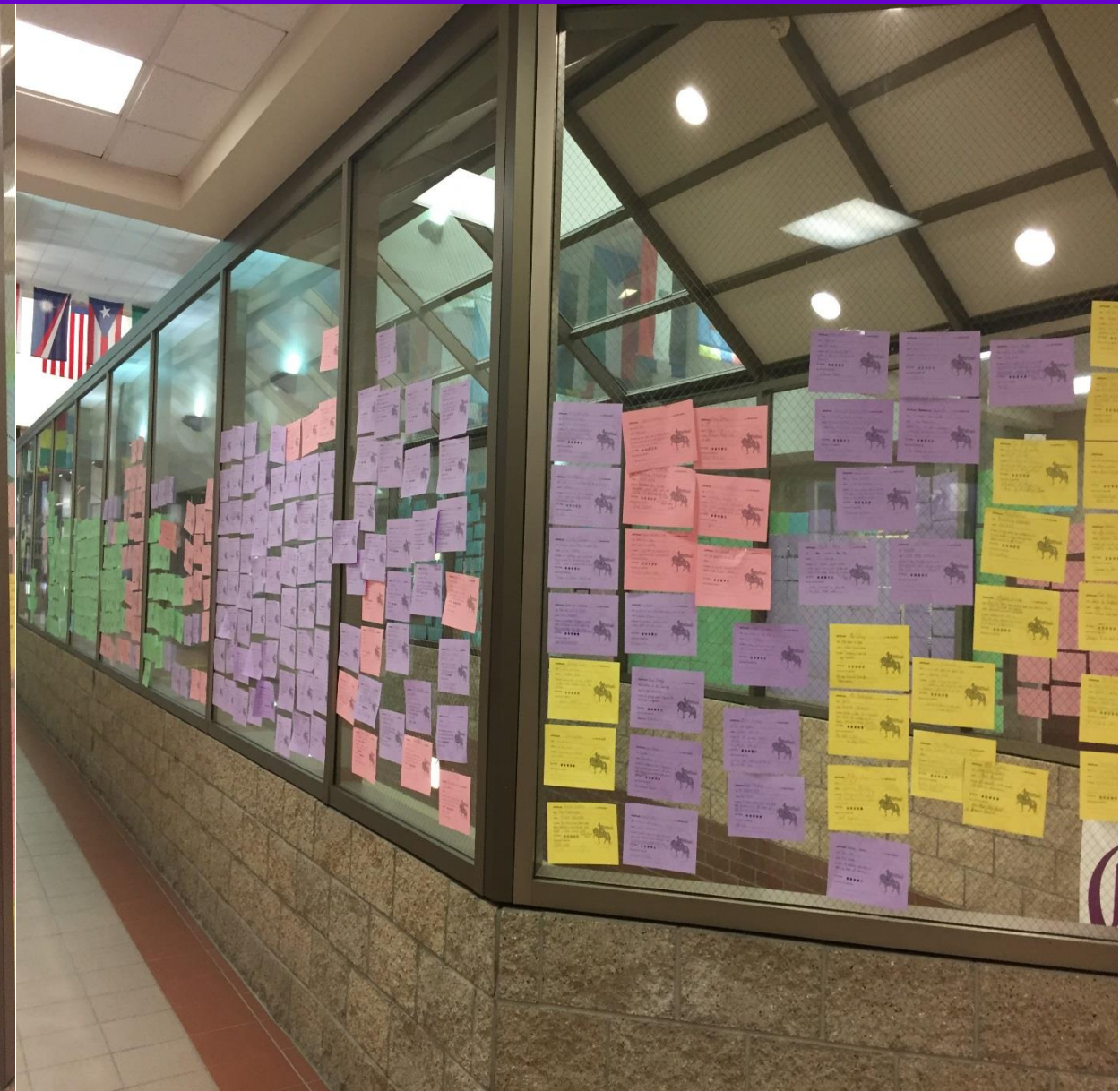
What happens when students select texts and write about their selections? A story from Monroe-Woodbury

MW READS

Check out what we're reading, find your next title, and tweet a #BookSelfie to @MWHS-English & tag it #MWReads

Join #MW Reads Book Club

Bring a snack. Bring a friend. This book →  We meet on Wednesdays at 2:00pm in Rm 322. Get the book. Start reading and join us. See Mrs. Chappell for details!



Monroe-Woodbury

#MWReads Kevin Jowers is an MW READER!

Title: The enemy has a face

Author: Gloria Miklowitz

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

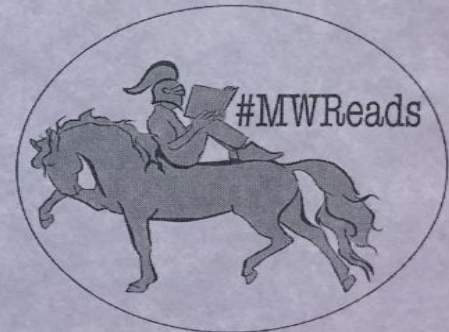
Author: _____

It's about: An asia boy trying to fit in and ends up realizing he's someone hes not.

Star Rating: ★★★★★

Next on my "to read" list:

Wild Animus
Life of Pi



#MWReads Justin Salerno is an MW READER!

Title: Maximum Ride

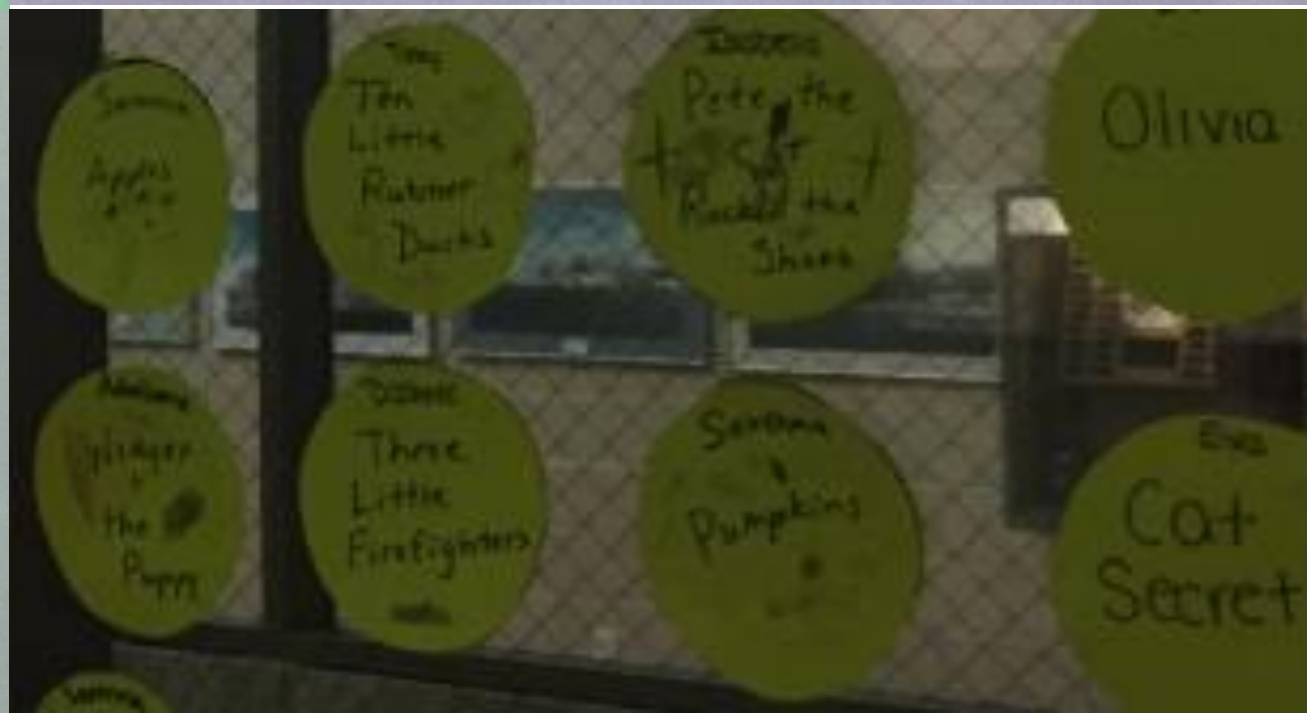
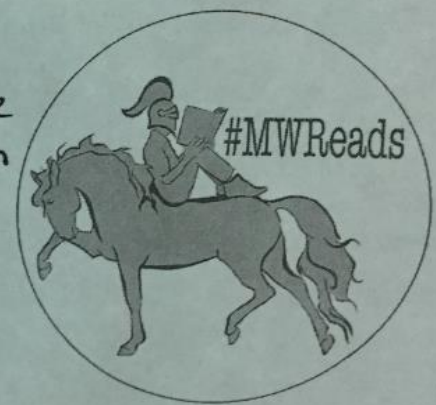
Author: James Patterson

It's about: A group of mutant teens on the run from scientists, who constructed them in a lab.

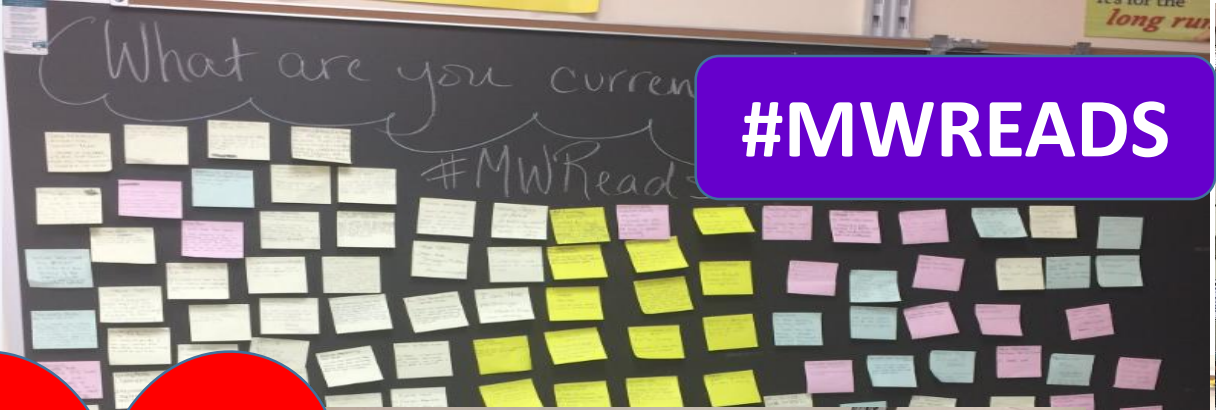
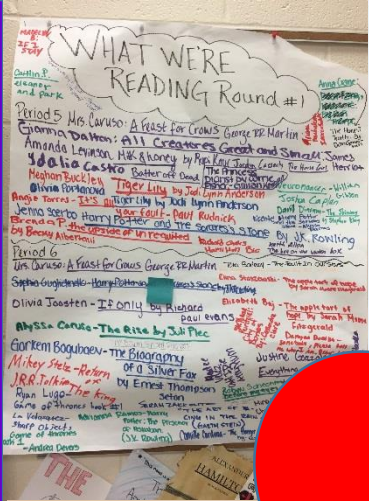
Star Rating: ★★★★★

Next on my "to read" list:

IT by Stephen King

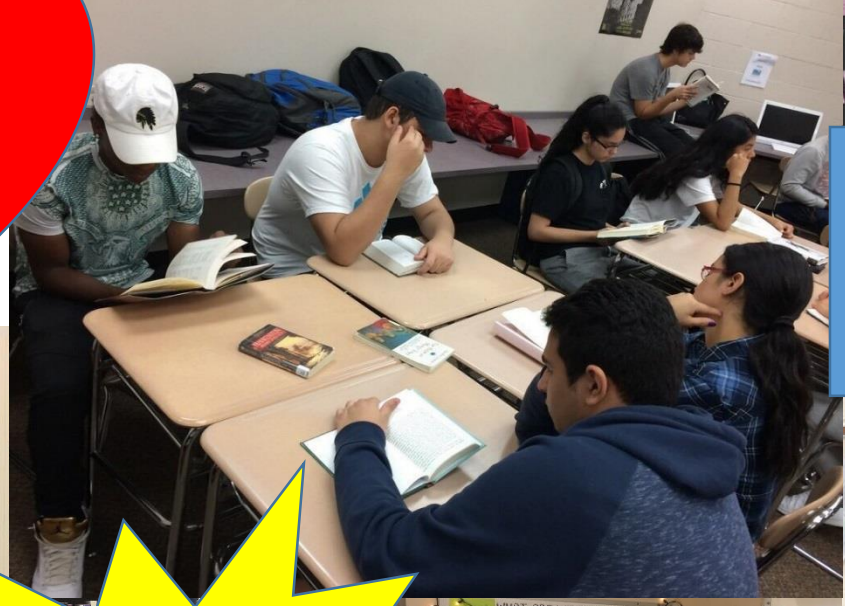


The Practices in Action



#MWREADS

Speed Dating Books



Classroom Libraries



**How can YOU use
THE PRACTICES
to support literacy
in your work?**

Create “like groups”

TEACHER FOCUS:

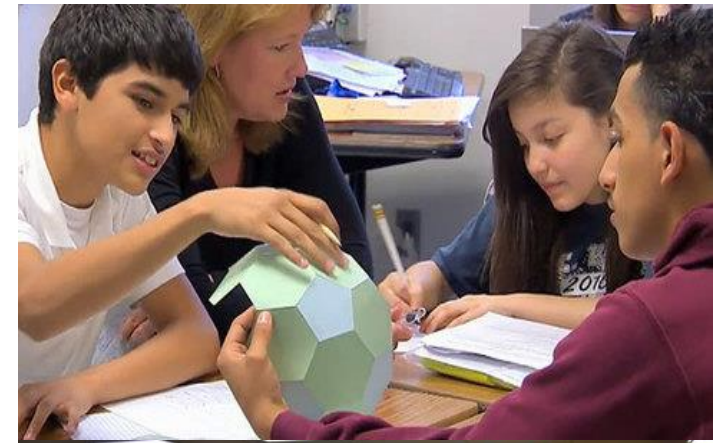
How can YOU use THE PRACTICES to support literacy in the classroom?

COACHING FOCUS:

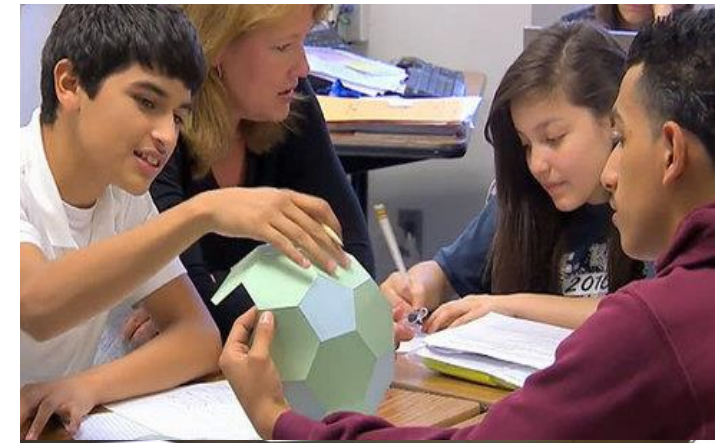
How can PRACTICES help us when we observe teaching and learning?

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!



<p>TEACHER FOCUS: How can YOU use THE PRACTICES to support literacy in the classroom?</p>	<p>COACHING FOCUS: How can PRACTICES help us when we observe teaching and learning?</p>	<p>CURRICULUM FOCUS: How can districts use practices to review or revise curriculum?</p>
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**Why focus on
The Practices?**

**What “small step”
will you take?**

Thank you!

Michelle and Dawn