Extra! Extra! Write all about it!
To write well, Students must read well

• It is about more than test scores- it is about our children’s future!
• Our school improvement model is the implementation of Professional Learning Communities.
• Literacy requires a K-12 approach.
• This is the story of one district’s plan.
Literacy Learning: What is Essential?
Literacy Learning: What is Essential?

- An environment that invites rigor, intimacy and inquiry
- A wide variety of genres and text levels
- Instruction in text structures and elements
- Belief that all students can and should be competent readers and writers.
Mindset and Equitable Education
Carol Dwek

• Scan the article.
• Note the points that stand out for you.
• Think about how our beliefs shape instruction.
• What are the implications for literacy instruction?
• Compare with your shoulder partner.
• Be prepared to share with group.
Fixed Mindset
Intelligence is static

Leads to a desire to look smart and therefore a tendency to...

People who hold a Fixed Mindset believe that “we are the way we are”, but that does not mean that they have less desire than anyone else for a positive self-image. So of course they want to perform well and appear to be smart.

... avoid challenges

A challenge, by definition, is hard and success is not assured. So rather than risk failing and negatively impacting their self-image, Fixed Mindset individuals will often avoid challenges and stick to what they already know they can do well.

... give up easily when faced with obstacles

This same thinking applies to obstacles. The difference is that challenges are things that they can decide whether to face while obstacles are external forces that get in their way.

... see effort as fruitless or worse

Fixed Mindset individuals ask themselves, “What’s the point of working hard and making efforts if afterwards I might still be on square one?” Their worldview tells them that effort is an unpleasant thing that does not really pay dividends, and so the smart thing to do is for them to avoid it as much as possible.

... ignore criticism or useful negative feedback

The Fixed Mindset logically leads people to believe that any criticism of their capabilities is criticism of them as a person. Useful negative feedback is ignored, in the best of cases, and taken as an insult the rest of the time. This usually discourages people who are around a Fixed Mindset individual and, after a while, they stop giving any negative feedback. This further isolates that person from external influences that could generate some change.

... feel threatened by the success of others

Fixed Mindset individuals see the success of others as benchmarks against which they will look bad. When others succeed, they will try to convince themselves, and the people around them, that the success was due to either luck (because almost everything is due to luck in the Fixed Mindset world), or to objectionable actions. They may try to tarnish the success of others by bringing up things completely unrelated, (“Yes, but did you know about her…”).

All this confirms a deterministic view of the world.

As a result, they may plateau early and achieve less than their full potential.

Fixed mindset individuals do not reach their fullest potential and their beliefs feed on themselves, forming negative feedback loops. They don’t change or improve much of the time, if ever, and so for them this confirms that “we are the way we are”.

GRAPHIC BY NIGEL HOLMES
Growth Mindset
Intelligence can be developed

Leads to a desire to learn and therefore a tendency to ...

If you hold a Growth Mindset, you believe that intelligence can be developed, that the brain can be grown and strengthened, like a muscle that can be trained. This leads to your desire to improve.

... embrace challenges

And how do you improve? First you embrace challenges because you know you’ll come out stronger on the other side.

... persist in the face of setbacks

Similarly, obstacles or external setbacks do not discourage you. Your self-image is not tied to your success or how you will look to others. Failure is an opportunity to learn and so, whatever happens, you will win.

... see effort as the path to mastery

As a Growth Mindset individual, you see effort as necessary to grow and master useful skills and knowledge; you do not view effort as something useless or to be avoided. You are not turned away by fears that you might make an attempt, or even work hard, and that failure is possible.

... learn from criticism

Criticism and negative feedback are sources of information. That doesn’t mean that all criticism is worth integrating or that nothing is ever to be taken personally. As a Growth Mindset individual, you know that you can continue change and improve, so negative feedback is not perceived as being directly about you as a person but rather about the current state of your abilities.

... find lessons and inspiration in the success of others

You see the success of others as sources of inspiration, information opportunities to learn. Growth mindset individuals do not view success as a competitive, zero-sum game with others.

As a result, you reach ever-higher levels of achievement.

All this gives you a greater sense of free will.
So why is a growth mindset important when we think about literacy?
What is Balanced Literacy?

Turn to your shoulder partner and explain what you think about when you hear the term balanced literacy.
Reflecting on Your Literacy Program

• Think about the effectiveness of your reading/writing program in meeting the needs of all learners.
• Note some strengths and areas of challenge.
• Turn to your other shoulder partner and compare.
• Share out.
How do we know what’s essential for literacy learning?

Research has fairly clear answers

Effective literacy learning (reading, writing, speaking and listening) is dependent on use of **3 surface** and **3 deep structure systems**

- 50/50 balance in primary grades
- 20/80 balance thereafter
What is Balanced Literacy?

- **Read Aloud/Modeled Reading**
  - demonstrates proficient reading
  - expands access to text beyond child's abilities
  - exposes children to a variety of genres

- **Write Aloud/Modeled Writing**
  - demonstrates proficient writing
  - expands access to writing beyond child's abilities
  - exposes children to a variety of genres

- **Shared Reading**
  - models reading strategies
  - teaches reading strategies
  - extends understanding of the reading process
  - teacher reads

- **Shared Writing**
  - models writing strategies
  - teaches writing strategies
  - extends understanding of the writing process
  - teacher scribes

- **Interactive Reading**
  - teacher & child choose text
  - teacher & child share reading
  - teacher encourages child to read when able

- **Interactive Writing**
  - teacher & child choose topic
  - teacher & child share pen
  - teacher & child compose together

- **Guided Reading**
  - teacher reinforces skills
  - teacher engages child in questioning & discussion
  - teacher acts as a guide
  - child does the reading
  - child practices strategies
  - child builds independence

- **Guided Writing**
  - teacher reinforces skills
  - teacher engages child in questioning & discussion
  - teacher acts as a guide
  - child does the writing
  - child practices strategies
  - child builds independence

- **Independent Reading**
  - child chooses the text
  - child practices at his or her independent level
  - time to practice demonstrates the value of reading

- **Independent Writing**
  - child chooses topic
  - child practices at his independent level
  - time to practice demonstrates the value of writing
## How Reading and Writing Are Alike

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before and during reading, readers talk, make prediction, skim outlines or headings, and raise questions.</td>
<td>Before and during writing, writers often talk, discuss, brainstorm, reflect, gather information, make lists, etc.</td>
</tr>
<tr>
<td>Readers do not change the print but they revise their thoughts, predictions, and concepts as they read.</td>
<td>Writers bring shape to the written piece as they draft and revise it.</td>
</tr>
<tr>
<td>Readers learn to reevaluate their understandings about a piece of written text, often reading a text again.</td>
<td>Writers learn to look at their work, rereading for needed changes.</td>
</tr>
<tr>
<td>Readers share their understandings with others through verbal, written, or artistic responses.</td>
<td>Writers share their work informally through discussion and more formally through publication.</td>
</tr>
</tbody>
</table>
## How Reading and Writing Are Alike

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readers appreciate the insights and understandings of others.</td>
<td>Writers appreciate the work of other writers.</td>
</tr>
<tr>
<td>Readers draw understandings across whole text.</td>
<td>Writers compose whole pieces of text.</td>
</tr>
<tr>
<td>The meaning that readers derive from text varies with their experiential background; in other words they bring meaning to text.</td>
<td>Writers bring their own meaning to the text they compose; express their ideas and feelings in written language.</td>
</tr>
<tr>
<td>Partially correct responses reveal readers’ attempts to use information to solve words.</td>
<td>Drafts reveal writers’ attempts to apply their knowledge in new ways.</td>
</tr>
</tbody>
</table>
Elements of Balanced Literacy

Reading

• Read Aloud/Modeled Reading
• Shared Reading/Interactive Reading
• Guided or Small Group Reading
• Independent Reading
• Word Study: Phonemic Awareness/Phonics/Vocabulary
Elements of Balanced Literacy

Writing

Write Aloud/Modeled Writing
Shared Writing
Interactive Writing
Guided or Small Group Writing
Independent Writing

Word Study:
Spelling/Grammar/Punctuation/Phonics
Scaffolding Instruction

- High Support:
  - Reading Aloud/Modeled Reading
- Moderate/Low Support:
  - Shared Reading/Interactive Reading
- Little/No Support:
  - Guided Reading
  - Independent Reading

(Fountas and Pinnell, 1996 p.26)
A Gradual Release of Teacher Responsibility

Teacher Responsibilities

Teacher Modeling/Focus Lesson
Guided Practice

Student Responsibilities

Collaboration
Independent Practice and Application

I DO
WE DO
WE DO TOGETHER
YOU DO ALONE
Metacognitive Knowledge

• Strategic reading/writing refers to thinking to enhance learning and understanding.
• Proficient learners adapt strategies to their purpose.
• Matching strategies to one’s purpose requires metacognitive knowledge—**an awareness and understanding of how one thinks and uses strategies during reading and writing.**
What kind of readers/ writers are your students?

• **Tacit learners** lack awareness of how they think.
• **Aware learners** realize when meaning has broken down.
• **Strategic learners** use the thinking and comprehension strategies to enhance their understanding and acquire knowledge. They are able to monitor and repair meaning when it is disrupted.
• **Reflective learners** are strategic about their thinking and are able to apply strategies flexibly depending on their goals or purposes.
What strategies should we teach?

- Monitor Comprehension/Repairing
- Activate Prior Knowledge and Connect
- Ask Questions
- Visualize
- Make Inferences
- Determine Importance
- Summarize and Synthesize
Tracking Thinking to Monitor Comprehension is the Key

• Track thinking through coding, writing, or discussion
• Recognize that all thinking has value
• Notice when focus is lost
• Stop and go back to clarify meaning
• Reread to enhance understanding
• Read ahead to clarify thinking
• Identify and articulate what’s confusing or puzzling
So how do we do that?

- Read Aloud
- Shared Reading
- Purposeful Talk
- Word Study
- Guided Reading
- Independent Reading

- Write aloud
- Modeled writing
- Shared Writing
- Interactive writing
- Guided writing
- Independent Writing
Read Aloud

• Interactive Read Aloud is a time when the teacher reads a piece of quality writing aloud to the whole class and models the thinking behind her comprehension of the text. The teacher stops at planned points to ask questions that elicit student response. Students learn to think deeply about text, to listen to others, and to grow their own ideas.
Shared Reading

- Shared Reading is a type of focus lesson in which either enlarged print is utilized, or all students have the text to “share” the reading process with a group of students. The teacher uses this time, explicitly modeling reading strategies and skills that the students need to learn. The responsibility for reading is “shared” between the teacher and the students, although the teacher reads most of the text.
Purposeful Talk

• Active literacy classrooms support student’s talk about important issues, ideas, concepts, and information. Conversations deepen understanding.
  – Turn and talk
  – Jigsaw
  – Small group conversations
  – Large group conversations (least effective)
Word Study

Word study involves decoding (reading) and encoding (phonics and spelling) of our symbol system so students can make meaning from an author’s message and convey meaning by creating their own message. Word study involves both the decoding (reading) and encoding (phonics and spelling) of our symbol system so students can make meaning from an author’s message and convey meaning by creating their own message.
Guided Reading

• Strategy Groups are also known as a Guided Reading Groups. The teacher meets with a small group that needs to work on a specific strategy or that has a similar reading level. Each student has a copy of the text and reads it quietly. The teacher uses this time to explicitly teach and to have students practice the strategy they need to learn.
Why Guided Reading?

Learning Zone

What the learner can do independently

What the learner can do with the support of an expert other

Learning Zone
Guided Reading is

- planned, intended, and focused instruction.
- a teaching approach designed to help individual students learn how to process a variety of increasingly challenging texts with understanding and fluency.
- a small group setting with the teacher of students with similar needs.
- uses texts at the student’s instructional level to provide the necessary support and challenges during the lesson.
- involves intensive teaching, with the teacher supporting students as they talk, read and think their way through a text.
Flexible Grouping

- Students grouped by specific assessments for strengths in reading processes and appropriate level of text difficulty - *Learning Zone*

- Dynamic, flexible, and changeable on a regular basis

*Different groupings for other purposes is expected.*
Text Selection

Texts are carefully selected by the teacher based upon the strengths and needs of the group. Every child does not move through a predetermined sequence of texts.

Reading Level – instructional level

Background Knowledge

Concepts – Will they understand it?

Interest

Linguistic Difficulty – How complex are the sentence structures?

Reading Skill

Theme – Is it appropriately sophisticated?

Text Layout
Before Reading - Introduction to the Text

• The teacher introduces the text to scaffold the reading but leaves some problem solving for readers to do.

• Pre-reading strategies:
  • previewing the text,
  • introducing vocabulary
  • assessing and activating prior knowledge
  • Reviewing /teaching reading strategy and skills (modeling)
During Reading - Reading the Text

• Students read the entire text softly or silently.
  • To know what is happening within the whole text, not just a portion so they can use the storyline to predict and monitor their reading
  • To encounter the word, structure, or type of processing again and again
  • To encounter a broad range of texts
  • To develop the ability to carry meaning over longer stretches of text
• To develop persistence and stamina as readers
• To collect evidence that may change their thinking as they read
During Reading- Teaching

• If reading orally, the teacher may interact briefly to teach for, prompt or reinforce strategic action
  • Promote risk taking
  • Demonstrate, model, or prompt for searching (surface structure strategies)
  • Demonstrate, model, or prompt for cross-checking which leads to monitoring
  • Link known to new information

• Teacher assesses students through observation and use of running records
After Reading- Discussion of the Text and Teaching Points

• The teacher helps students:
  • Summarize and synthesize information
  • Communicate their ideas to others
  • Express the connections they are making between the text and their own lives or other texts
  • Evaluate the text in light of their knowledge and experience
  • Confirm and extend their understanding
After Reading- Word Work and Extending Understanding

• **Word work** is a one- or two- minute optional component of a guided reading lesson. During word work, teachers help students discover how words work by working with letters, word parts, and words in isolation.

• **Extending the lesson** is another optional component of a guided reading lesson. The teacher may have the students engage in an activity that expands the meaning of the story. For example, the students may complete a graphic organizer or write reflections in their reading journal.
Independent Reading

Independent Reading is a time when students read text (either self-selected or teacher recommended) at their Independent Reading level to practice reading strategies, develop fluency and automaticity. The teacher confers with students one-on-one, prompts the use of the strategies, discusses various aspects of the text, and learns about each student as a reader.

Students may respond to the text in meaningful ways through writing, discussing, or sketching
The Importance of Independent Reading

- Reading habits of students has shown that even 15 minutes a day of independent reading can expose students to more than a million words of text in a year.
  
  — *Anderson, Wilson, & Fielding, 1988*

- The Commission on Reading’s report *Becoming a Nation of Readers* recommends that students engage in two hours of silent reading per week.
  
  — Anderson, Hiebert, Scott, and Wilkinson, 1985
Independent Reading

• Independent silent reading of self selected text or rereading guided reading text

• Students should participate in conversations about their independent reading.
  – Reading conferences
  – Partner shares
  – Small teacher led groups
  – Literature circles
What are the other students doing?

<table>
<thead>
<tr>
<th>Literacy Centers</th>
<th>Daily 5</th>
<th>Workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students rotate through a sequence of learning centers throughout the day/week.</td>
<td>Students participate in 5 literacy activities each day or over the course of several days.</td>
<td>Students work on independent reading and writing projects.</td>
</tr>
<tr>
<td>Centers focus on independent practice of literacy skills and enrichment activities.</td>
<td>1. Word Work 2. Read to Self 3. Read to Partner 4. Listen to Reading 5. Work on Writing</td>
<td></td>
</tr>
</tbody>
</table>

[Image of children's books]
Integrate writing into reading.

• Teach and encourage students to track thinking through annotation, post its, graphic organizers and journals.

• Teach and encourage students to respond to the content of the text with their own reactions, summarize learning and reflect on learning in writing.
Reading Tools that Encourage Writing

• Response Sentence Starters
• Response Tools
  – Double entry journal
  – Post it Notes
  – Open response
• Discussion Format
  – Discussion Notes/Student Example
Extending Reading Through Written Response

- Assign writing that enhances reading—that requires careful reexamination of the text.

<table>
<thead>
<tr>
<th>Book Reviews</th>
<th>Letters to Authors</th>
<th>Content Response</th>
<th>Process Response</th>
<th>Readers Theater Scripts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Blurbs</td>
<td>Summaries</td>
<td>Poetry Response</td>
<td>Character Profiles</td>
<td>Opinion Paragraphs</td>
</tr>
</tbody>
</table>
Write Aloud/Modeled Writing

Write Aloud/Modeled Writing is a time when the teacher shares a piece of her own writing or a piece of published writing with the whole class and models the thinking behind the composition of the text. The teacher stops at planned points to ask questions that elicit student response. Students learn to think deeply about text, to listen to others, and to grow their own ideas.
Shared Writing

• Teacher composes the text with student support/input.

• Teacher models the writing process. The teacher provides the full support of the writing by demonstrating the process of putting the students’ ideas into written language.

• Students participate by listening to the teachers thought process as she writes and provides input to the message.
Interactive Writing

• Teacher and students “share the pen.”
• Focus is on the concepts and conventions of print, sounds in words and how the sounds connect with letters. Students own most of the process and teacher provides assistants with pacing, and instruction as needed.
• The conventions of writing are practiced.
Guided Writing

• Students are creating their own writing with the guidance of the teacher.
• Takes place in small groups where teacher helps to facilitate and develop skills. May begin with mini-lesson.
• Students writing, practicing skills learned through mini-lessons.
• Writing may be student choice or teacher assigned.
• Teacher meeting with individuals or small groups of students to teach specific skills.
• Students aware of and follow routines.
• Students may be participate in peer conferences.
Independent Writing

- Provides students with the consistent opportunity to apply and practice the skills already introduced
- Cultivate student’s love and comfort with writing on their own level, builds confidence as a writer
- Strengthens story structure
- Develops understanding of uses of writing
- Supports reading development
- Provides practice in different types of writing
- Develops understanding of writing as a recursive process
As we discuss the article, add additional notes, insights and questions to your note taking sheet.

<table>
<thead>
<tr>
<th>Time</th>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk</td>
<td>Teaching and Units of Study</td>
</tr>
<tr>
<td>Expectations</td>
<td>Safe Environment</td>
</tr>
<tr>
<td>Vision</td>
<td>Sharing</td>
</tr>
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</table>
Teaching and Learning through the Gradual Release Model in Writing Workshop

Units of Study:

• Studies are designed to teach writers not writing
• Studies focus on the types of writing writers craft and how writers use the writing process to craft writing for readers
• Daily teaching and learning follows the gradual release of responsibility model
Scaffolding Instruction

High Support
- Write Aloud/Shared Writing

Moderate/Low Support
- Interactive Writing

Little/No Support
- Guided Writing
- Independent Writing
Daily Teaching

• Focus Lessons/Mini-Lessons (20-30% of the time)
  – Mini-Lesson Structure:
    • Connection
    • Teaching/Modeling (Write Aloud, Shared Writing, Interactive Writing)
    • Active Engagement (Guided Practice)
    • Link

• Independent Writing/Conferencing (60% of the time)
• Sharing (10-20% of the time)
Teaching Skills

• Grammar and punctuation are taught within the context of the writer’s workshop.
• Whole group lessons focus on TEKS and needs of class as a whole
• Lesson structures follows the writing workshop structure
  – Mini-lesson focused on skills
  – Independent writing time includes sentence imitation, revision of student’s writing
  – Sharing of work around revision and editing
• Majority of instruction of grammar and punctuation should take place during small group and individual conferences during revision and editing phases of the writing process
High Leverage Strategies

• Teach students language strategies to use when they don’t know what to say.
• Encourage students to speak in complete sentences.
• Randomize and rotate who is called on so all students can participate.
• Use response signals for students to monitor their own comprehension.
High Leverage Continued

• Use visuals and a focus on vocabulary to build background knowledge.
• Have students participate in structured reading activities.
• Have students participate in structured conversations and writing activities.
Making it happen

• Use professional learning communities to plan effective, integrated literacy instruction in all content areas.
• Help teachers think deeply about the literacy demands of their content area(s).
• Expect students to read and write challenging texts.
• Use writing to reveal thinking and deepen learning.
What is Balanced Literacy?

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- expands access to text beyond child's abilities
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- time to practice
- demonstrates the value of writing

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- demonstrates the value of reading

Balanced Literacy

Speaking
Listening
Viewing
Writing
Presenting
Assessing
Understanding
Thank You!

Katrina Garrett
Karen Miller Kopp
Barbara H. Gideon, Ed.D.
In the last two pages of your AIE Quick Reference booklet, write...

**HOW**...

will this session help you further YOUR school improvement?

AIE Conference 2014