

AT A GLANCE

Setting Up the Classroom for Independent Readers and Writers

AGENDA

Engage, Reflect, Assess

Discuss Professional Readings: “Align Your Beliefs with Your Practices” (*Teaching Essentials* excerpt, pp. 37–39) and “Capitalize on the Reading–Writing Connection” (*Writing Essentials* excerpt, pp. 119–120), and downloadable from www.regieroutman.com



View Video (35 min.)

Setting Up the Classroom for Independent Readers and Writers

- Start with Your Own Stories
- Organize an Outstanding Classroom Library
- Let Assessment Inform You: What Do Good Readers and Writers Do?
- Connect Real-World Writing and Reading
- Independent Practice: Student Writing and Reading
- Celebration/Evaluation: Fourth-Grade Writing

Achieve a Deeper Understanding

Try It/Apply It in the Classroom

Professional Reading for Next Session:
“Organize an Outstanding Classroom Library”
(*Reading Essentials* excerpt, pp. 63–77)



PLANNING

Before the Session

- Select an engaging opening activity.
- Review the *Try It/Apply It* activity from the previous session.
- Preview the video scenes and take notes on the session Notecatcher.
- Read “Align Your Beliefs with Your Practices” (*Teaching Essentials* excerpt, pp. 37–39) and “Capitalize on the Reading–Writing Connection” (*Writing Essentials* excerpt, pp. 119–120).

After the Session

- Collect and review participants’ session evaluations.
- Review, reflect on, and revise your plans for the next session based on these evaluations.
- Send a reminder about the professional reading, the *Try It/Apply It* activity and the date, time, and place of the next meeting.
- Read and prepare to discuss the professional reading for the next session.

RESOURCES

In this Session

- What to Look for in a Classroom: Self-Evaluation and/or Observation Checklist 4; PDN 4–6

On the Website

- Using the Goldilocks Strategy to Choose Books
- Choosing Books for Independent Reading
- Photographs of Classroom Libraries

PDN numbers refer to pages in the Professional Development Notebook.



SESSION 4

AGENDA

The time segments listed in the agenda are geared for a 90–120-minute session.

1. Engage, Reflect, Assess (10–15 min.)

- Welcome the participants and perhaps begin with an engaging activity. See the *Getting Started Guide*, “Ways to Engage in Five Minutes or Less” (pp. 45–46).
- Begin by saying that in the last session we examined our beliefs about the reading/writing connection and thought about how these beliefs impact our teaching and learning.
- Ask: “*How did it go with the Try It/Apply It activity?*” Take time to have teachers share their thoughts and ideas with a partner and/or their vertical teams. You might want to write these talking points on chart paper to guide their conversation (save and revisit these at the end of the professional development program):
 - *Identify several schoolwide practices that promote high achievement and several that impede achievement.*
 - *How do schoolwide beliefs impact your teaching?*
 - *What have you noticed?*
 - *What are some possible suggestions for raising schoolwide achievement?*

2. Discuss Professional Reading (10–15 min.)

- Discuss “Align Your Beliefs with Your Practices” (*Teaching Essentials* excerpt, pp. 37–39) and “Capitalize on the Reading–Writing Connection” (*Writing Essentials* excerpt, pp. 119–120).

3. Set Goals (3 min.)

Share what participants may expect from the session:

- Begin to establish and set expectations for a self-sustaining, independent classroom environment for readers and writers.
- Begin to establish and organize, with considerable student input, an excellent classroom library and reading area.
- Assess what their students know and do relative to choosing books to read.
- Use a shared writing assessment to find out what their students know about reading and writing. Ask: “*What do good readers do? What do good writers do?*” Then adjust your instruction accordingly.
- Assess what their students know about why people write in their daily lives and what forms that writing takes. Ask: “*Why do people write? What do people write?*”

4. Introduce the Video (2 min.)

- In this introductory video participants will observe and learn more about setting up a classroom for independent readers and writers at all grade levels. The scenes include a primary teacher's and an intermediate teacher's process and approach to setting up a child-centered classroom library accessible to all students. Teachers use shared writing experiences to assess what students understand about choosing books to read and about the place of writing in the world.

5. View Video and Take Notes (30 min.)

- Refer participants to the session Notecatcher. Remind them to take notes about anything that seems important. Anticipate the participants' responses, questions, and concerns.

6. Respond to the Video (10–15 min.)

- Ask participants to use the Discussion Questions as a way to share their thinking with their small-group and/or whole-group team.

7. Achieve a Deeper Understanding (15–20 min.)

- Invite participants, individually, to read and review the Deeper Understanding charts. The Notes, Teaching Points, and Ongoing Assessments in the charts include the language the teacher in the video used.
- Ask participant teams to use the Deeper Understanding charts as a basis for discussing the video scenes.
- Remind participants that this feature was designed to help them connect more deeply with their own notes, observations, and ideas. It challenges learners to continue their team/collegial conversations between sessions, to create lesson plans, and apply learning.

8. Try It/Apply It in the Classroom (10–15 min.)

(Allow 2–3 weeks before the next session.)

Ask participants, between this session and the next, to:

PART 1:

- Share their reading life with their students (by sharing or starting a reading log or by talking about how they choose the kinds of books and other materials they read) and/or share their writing life (by sharing samples of things they've written recently, such as emails, letters, postcards, to-do lists).

PART 2:

- Examine their classroom library collection for balance of genres and student appeal and input: narrative, fiction, poetry, nonfiction, favorite authors, a variety of interesting reading materials.

- Notice how their classroom library organization impacts students' access to books and motivation to read.
- Refer to the "What to Look for in a Classroom" checklist and assess and adjust their classroom's learning environment.

PART 3:

- Select one or all of the following topics to write about with their students (shared writing):
 - *How do we choose books to read from the classroom library?*
 - *What do good writers do?*
 - *What do good readers do?*
 - *Why do people write? What do people write?*
- Use the information gathered from this shared writing to adjust and guide their teaching. See website resources: "Using the Goldilocks Strategy to Choose Books" and "Choosing Books for Independent Reading" for assistance and ideas.
- Notice what their students know about authors, genres, reading for understanding, and so on.
- Be prepared to share their class-generated shared writings (and their observations about them) with their team at the next session.



9. Wrap-Up (5–10 min.)

- Celebrate and highlight learning.
- Ask participants for feedback on the session. (See Session Evaluations in the *Getting Started Guide*, pp. 49–53).
- Post the date, time, and place of the next session.
- Ask participants to read for next session, "Organize an Outstanding Classroom Library" (*Reading Essentials* excerpt, pp. 63–77).
- Encourage vertical, grade-level, and/or partner teams to meet weekly in between whole-group sessions to revisit the videos on the website and the Deeper Understanding charts, and/or plan together and try out new learning. Suggest they can jot down their ideas and thinking on their Response Notes page for easy reference later.
- Remind participants to bring any charts, lessons, writing, or student work samples from *Try It/Apply It* to the next session.



SESSION 4

NOTECATCHER

| VIDEO SCENES | LENGTH | NOTES & REFLECTION |
|--|-----------|--------------------|
| Let Assessment Inform You: What Do Good Readers and Writers Do? | | |
| • What Do Good Readers Do? Grade 1 | 2:30 min. | |
| • What Do Good Writers Do? Grade 1 | 6:26 min. | |
| Connect Real-World Writing and Reading | | |
| • Teacher as Writer | 0:55 sec. | |
| • Why Do People Write? What Do People Write? | 7:13 min. | |
| Independent Practice: Student Writing and Reading | 0:45 sec. | |
| Celebration/Evaluation: Fourth-Grade Writing | 2:01 min. | |



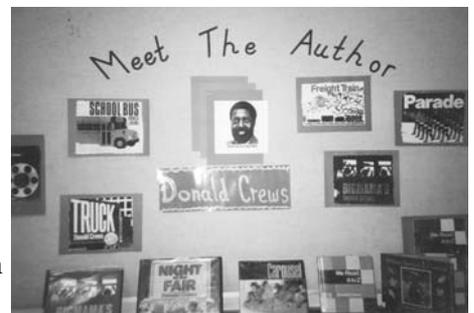
WHAT TO LOOK FOR IN A CLASSROOM

Self-Evaluation and/or Observation Checklist

You can use this form for collegial observations, ongoing conversations, and self-evaluation.

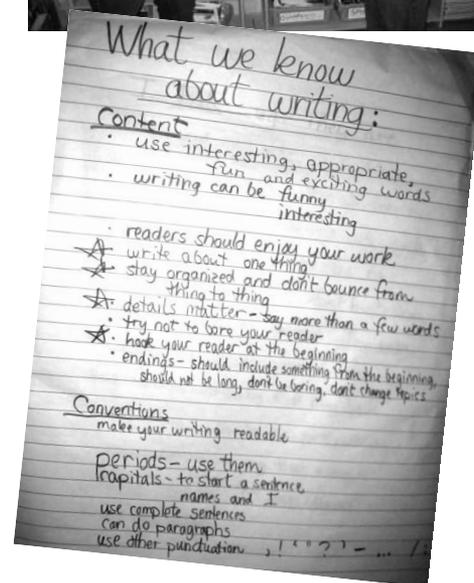
THE **CLASSROOM**

- Are the bulletin boards or wall and hall displays by and for the students and other audiences?** Is student work labeled and displayed everywhere, and is each student's work unique? Are displays and classroom procedure lists mostly created with and by students, and do they include samples of writing, illustrations, and projects (as opposed to commercial materials)? Is written work error-free or appropriately labeled as "unedited"? Are students using classroom resources for reading, writing, and problem solving? Are visuals such as word walls appropriate and useful, at eye level, or otherwise easily accessible to all students?
- Is there a classroom library and cozy reading corner?** Is there a balance of fiction, nonfiction, highly engaging books, and other texts attractively displayed and easily accessible? Have the students had a say in organizing the library? Are there classroom procedures in place for choosing books and returning them to the proper place? Is there an attractive reading area where students can read comfortably with a friend? Are there reference books and dictionaries available?
- Is there a writing center?** Is there an area where students can easily find different kinds of paper and writing supplies? Are there many opportunities for written explorations of a topic of study?
- Does the seating and room arrangement allow for collaboration?** Are students grouped so they can assist and confer with one another? Is the structure heterogeneous—that is, are students grouped to reflect the total makeup of the classroom?
- Is there a meeting area for the class to work as a whole group?** Is this area supplied with an easel, chart paper, markers, an author's chair, and so on?
- Does the room look and feel inviting?** Are there touches that make the room unique and appealing, such as lamps, cushions in the reading area, an author's chair, welcome messages by the students, the attractive arrangement and organization of desks, books, and materials?
- Would a visitor understand and value the posted work?**



THE TEACHER

- Are the daily reading and writing opportunities meaningful and relevant? Do students know, understand, and value the purpose of and audience for the activity? Do students take responsibility for doing their best work? Is the quality of much of the work excellent?
- Is the teacher ensuring success for every student? Is the teacher demonstrating and explaining what students are to do? Are students supported, through shared and guided experiences and appropriate resources, in trying out a task or activity before they are expected to attempt it on their own? Is instruction adjusted and differentiated according to students' needs and interests? Are English language learners, gifted learners, typical and struggling students, all being challenged and helped to meet their full potential? Are expectations high enough?
- Does the teacher value conversation with students and among students? Does the teacher promote purposeful, open-ended talk that is more conversational than interrogational? Does the teacher speak with authority and at the same time respectfully lead and guide students to respond thoughtfully? Are there opportunities for students to turn-and-talk during demonstrations? Is the teacher mostly among students, demonstrating, guiding, and conferring?
- Does the teacher use a balance of assessment and evaluation practices? Does the teacher evaluate students regularly, giving them feedback and helping them set goals? Does she use mostly formative assessments (daily work samples, observational data, teacher-made tests) as well as required summative assessments (standardized tests, district assessments)? Are the students shown how and are they able to do self-assessments so they learn to evaluate their own work against a set of criteria (rubric), problem-solve, and set new learning goals?
- Does the teacher provide opportunities during the day to celebrate students' work? Does he focus on students' strengths before suggesting improvement?



THE STUDENTS

- Do the students know and apply the routines and procedures? Do they help establish some routines and procedures with the teacher, assume responsibility for following all of them, use peers as helpers, and undertake some self-management? Is there a well-planned flow from one activity to another? Does the classroom run smoothly even when the teacher is absent?

- Are there opportunities for students to work together as well as individually?** Are pairs and small groups of students reading, writing, and problem-solving together? Have students been taught and had guided practice in how to work well in a group? Is there time for sharing every day? Do students have ongoing opportunities in various group structures to participate and deliberate and make their voices heard?
- Are the children excited about the opportunities for learning in their classroom?** Is the tone of the classroom peaceful, happy, and energized? Do students take initiative and choose to go on learning even when it's not required?

THE WORK

- Is teaching and learning focused on comprehending?** Do students have frequent opportunities to respond to open-ended questions and participate in high-level discussions? Are reading and writing focused on understanding content as well as on learning sounds, letters, and words? Are children spending most of their time reading and writing meaningful texts (and not only in activities centered on reading and writing)? Can students apply what they are learning to new contexts?
- Are curriculum and standards being addressed in a relevant and meaningful way?** Is content presented in an interesting and relevant manner, with accommodations made to meet the needs of all students? Is background knowledge provided and vocabulary explained so content to be read, studied, and written makes sense? Is test preparation appropriate—that is, are students taught how to be test wise without being asked to spend an excessive amount of time responding to prompts and taking practice tests?
- Is reading focused on a variety of genres and authors, highly engaging texts, and students' interests?** Is there evidence that students are able to select *just right* books to read independently? How can you tell if students are understanding what they are reading and not just reading words? Is there evidence that students are doing a great deal of focused and intentional reading for enjoyment?
- Do students use, apply, and transfer word work to reading and writing across the curriculum?** What evidence of this do you see?
- Is writing focused on purpose, audience, and content?** Are students creating texts with purpose for an authentic audience? Are students learning to respect the reader by focusing on meaning and editing carefully for conventions and spelling? Are students given the opportunity to write in a variety of genres?



- Is the independent work the students are doing worthwhile? Are students given purposeful activities that encourage open-ended responses that require them to think and apply their experience and knowledge? If there are learning centers, are they worth the students' time and is the teacher taking the time to evaluate the work students do?
- Do the students have enough choices? Are there opportunities for students to make decisions about their work for the day? Are there some reading and writing activities they can choose themselves? Can students choose their writing topics much of the time?



DEEPER UNDERSTANDING

The teaching and assessing points reflect the total lesson but not all of these points are on the edited videos you are watching. However, the major points are represented on the edited videos.

The globe icon indicates that the example is also available when you visit www.regieroutman.com.



Video SCENES

| | Setting, Notes, and Explicit Teaching Points | Ongoing Assessment | Questions/Reflections | Learning Outcomes |
|--|--|--|--|--|
| | <p>The What, Why, and How of Teaching</p> <p>SETTING The scenes in this session come from five classrooms in four schools where I was conducting weeklong demonstration teaching and coaching residencies. Each school has a large number of low-income students and students for whom English is a second language. In each school, reading and writing were being taught with a variety of approaches, programs, and materials with a heavy emphasis on skills in isolation (part-to-whole teaching).</p> | <p>Informing Our Instruction</p>  <p>Regie tells the class about her cat Norman.</p> | <p>For Professional Conversations</p>  | <p>What Students Know and Are Able to Do</p> <p>First-grade teacher Mary Yuhás coaches a student as he selects a book from the classroom library.</p> |
|  <p>Start with Your Own Stories (2:57 min.)</p> | <p>NOTES Bond with your students by sharing your own stories. Let yourself be known. Our students are much more likely to trust us and to take risks in their writing and verbal expression when we tell stories that let them know who we are and that show we care about them. I start with a story whenever I am teaching a new group of students and whenever I want to engage them immediately.</p> | | <ul style="list-style-type: none"> What are the benefits of connecting personally to students? | |
|  <p>Organize an Outstanding Classroom Library (12:06 min.)</p> | <p>We begin with organizing the classroom library because in order for students to become independent readers and writers they must do a great deal of reading (and writing), have access to texts they can and want to read, and have lots of time to read them. This reading time must include teaching, guiding, and especially offering students the opportunity to practice and apply what they are learning. An excellent classroom library, especially when it is well organized with and by students, encourages lots of free choice. In these first scenes, I am talking with first-grade teacher Mary Yuhás, and then, fourth-grade teacher Ginny Vale, who discuss and show</p> | <p>Find out what students know (check for understanding). "Tell how your library is organized. Did your teacher leave anything out?"</p> <p>Check that students know what to do and can use appropriate strategies (check for application).</p> <ul style="list-style-type: none"> "Can you read all the categories [on the bin]?" What could you do as a good reader if you can't read the words | <ul style="list-style-type: none"> How can an excellent library lessen the need to create "seat work"? (During guided reading and when meeting with small groups or individuals.) Why is it essential to check for understanding before, during, and after a lesson? | <ul style="list-style-type: none"> Understand how to use classroom resources (classroom library). Begin to self-manage classroom library and organization. |

DEEPER UNDERSTANDING: Setting Up the Classroom for Independent Readers and Writers

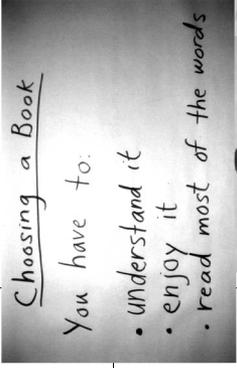
| Setting, Notes, and Explicit Teaching Points The What, Why, and How of Teaching | Ongoing Assessment Informing Our Instruction | Questions/Reflections For Professional Conversations | Learning Outcomes What Students Know and Are Able to Do |
|---|--|---|---|
| <p>how their libraries are getting organized at the start of the school year. In past years, both teachers had previously done all the organizing for students; now students own the process.</p> <p>Levels help the teacher select guided reading books. However, books are not leveled in libraries in real life. My recommendation is to give children free and open access to your classroom library and to teach children how to choose <i>just right</i> books. The exception would be those few struggling readers who are not yet ready to select appropriate books on their own.</p> <p>TEACHING POINTS</p> <ul style="list-style-type: none"> • Set up an excellent classroom library to increase students' reading comprehension, reading choices, and access to books. • Organize books, with student input, so students can access them easily. • Help students categorize books, put them in bins, and label the bins (perhaps with picture cues on labels). • When choosing a book (if you can't read the titles) look at the cover of the books and look through the books in the bins to help determine the category (counting, rhyming, animals, and so on). • Think out loud as you determine a bin's category: <i>"This is a book about birds. Here are some animals at the ocean. Here are some cats and pandas. Oh! This is the animals bin."</i> | <p>category [label] on the bin?"</p> <p><i>"Sound it out."</i></p> <p><i>"But what if you couldn't sound it out? What else could you do?"</i></p> <p><i>"Look at the first word and see what would make sense."</i></p> <p><i>"OK... how else can you tell what it's about? This is really important. What do you know about all the books that are in the box? How are they organized? Let's have somebody come up here and help us with that."</i></p> <p>Teach what students need. Because students don't mention using the illustrations to help find/choose a book (or difficulty of reading level), we need to model that next. <i>"The pictures didn't come out [in student responses]. So let's do a demonstration about how important it to look at that [the pictures]."</i></p> |  <ul style="list-style-type: none"> • Think about your classroom library. Is it central and vital to your reading lessons? • Do your students know how to choose books they can read? How do you know? • Are students selecting books based on topics and interest, or is there an overemphasis on book levels? | <p>Regie tells the class that she's impressed at how the well students did in organizing their library. "I could tell right away that this was your library."</p> |
| <p>NOTES</p> <p>The way the classroom library looks and is organized is a strong indicator of what the teacher values, who the classroom belongs to, and how much students choose to read. Aim for a beautiful library that is content-rich and part of a cozy, eye-catching reading area. Have students carefully write the labels on the bins that house books and reading materials (this provides a more child-centered, unique feel than a word-processed label).</p> | |  | |

Video SCENES

• Getting Started: Organizing and Choosing Books to Read from the Classroom Library, Grade 1 (2:48 min.)

• Getting Started: Organizing and Choosing Books to Read from the Classroom Library, Grade 4 (5:30 min.)

DEEPER UNDERSTANDING: Setting Up the Classroom for Independent Readers and Writers

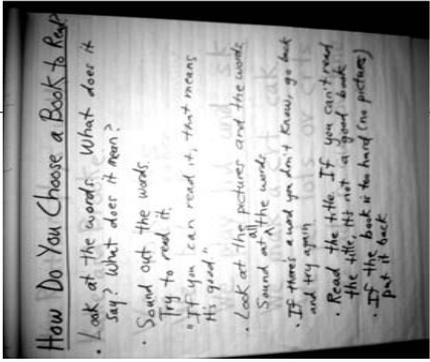
| Setting, Notes, and Explicit Teaching Points The What, Why, and How of Teaching | Ongoing Assessment Informing Our Instruction | Questions/Reflections For Professional Conversations | Learning Outcomes What Students Know and Are Able to Do |
|---|---|--|--|
| <p>TEACHING POINTS</p> <ul style="list-style-type: none"> Organize the classroom library by the categories kids come up with (with teacher guidance): sort classroom books first into fiction and nonfiction and then by topic. Place books in bins by category. Have bins for favorite authors (students' and teacher's). With students, make a genre chart as part of your library to ensure kids know the characteristics of different types of books. Check that students are understanding what they read and are reading mostly <i>just right</i> books. (See <i>Reading Essentials</i>, pp. 94–95.) | <ul style="list-style-type: none"> What important categories, authors, genres, are underrepresented in the classroom library (for students' interests, for the teacher's needs)? Aim for about 50 percent nonfiction titles/authors. Check to be sure students know how to find the reading materials they seek. Ask students: "How is your library organized? How do you find the books you need or want? What is missing?" Use student responses to help you stock and organize your library. | <ul style="list-style-type: none"> How can a library organized with and by students impact students' desire to read and their access to books and other reading materials? How might you as a staff learn about new books and magazines? How might you as a staff acquire books for your classroom libraries? | <ul style="list-style-type: none"> Identify and sort text by fiction and nonfiction. |
| <p>NOTES</p> <p><i>Plan for and Monitor Independent Readers and Writers: Start with Assessment.</i> This is the broader heading for the next clip, which is almost entirely about first checking what students know about choosing a book to read from the classroom library before teaching them what they need to know. This genre, specific, and affirming questioning and response is an example of responsive teaching (primarily active involvement, which leads to higher achievement) versus telling teaching (primarily passive listening, which leads to lower achievement).</p> | <p>Think about the students who concern you most. Ask yourself: How did I give them opportunities to talk today? Did they seem actively engaged?</p> | <ul style="list-style-type: none"> What are the qualities of responsive teaching that might lead to higher student engagement and achievement? How would you characterize your school's culture? Is it a responsive teaching culture or a telling teaching culture? |   |
| <p>TEACHING POINTS</p> <ul style="list-style-type: none"> Connect the classroom library to becoming a good reader and choosing books to read. Connect writing to reading. "See if you can figure it out [said while beginning to write title of chart, How Do We Choose Books to Read?]. Watch me write. Now I have to see if I got it right [rereading title]. I've got to check my writing. Read it with me." And, later on, "When you're writing, you always have to reread. I left out a word. I'm going to put a caret here." Record and make visible (on a chart) students' thinking in order to assess what they know about choosing books to read (so you can validate what they know and see what's needed for instruction). | <p>Use shared writing to assess what your students know about the behavior of good readers and writers. Use their responses as an instructional guide to what they need. As students' knowledge grows, keep adding to the chart (your evidence of student learning).</p> <p>Check that students know how to choose books they can actually read. "What does a good reader do?"</p> <p>Probe students' thinking (so you know what they know and what you need to</p> | <ul style="list-style-type: none"> Often, students can parrot our language and say what a good reader does without actually doing what they say. (They can "talk the talk.") How can we ensure that students know and apply how to choose appropriate books to read? | <ul style="list-style-type: none"> Begin to self-select text to read at <i>just the right level</i> (94%–96% accuracy) and independent level (97%–100% accuracy). Reread for meaning with teacher guidance. Reread to self-correct. With teacher guidance, begin to use monitoring strategies to increase comprehension. |

Video SCENES

Organize an Outstanding Classroom Library, continued

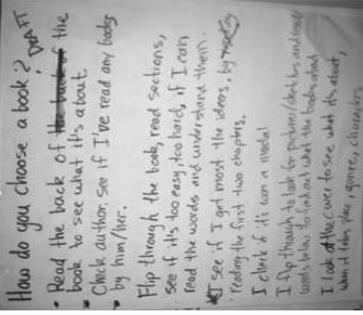
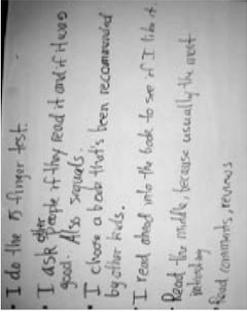
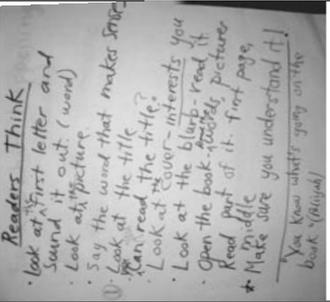
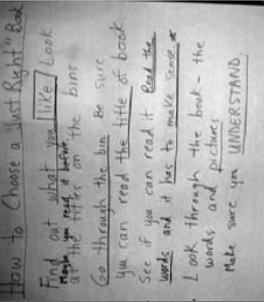
• How Do We Choose Books to Read from the Classroom Library? Grade 1 (Shared Writing Chart) (3:48 min.)

DEEPER UNDERSTANDING: Setting Up the Classroom for Independent Readers and Writers

| Setting, Notes, and Explicit Teaching Points The What, Why, and How of Teaching | Ongoing Assessment Informing Our Instruction | Questions/Reflections For Professional Conversations | Learning Outcomes What Students Know and Are Able to Do |
|---|---|--|---|
| <ul style="list-style-type: none"> Tell students the chart is a draft (first thinking). "This chart is going to change [as students learn more]." Affirm students' smart thinking (so they and others will incorporate it). "David, that is so smart! Did you hear what he said? He said: 'I look at the first two pages and see if I want to read the rest. You know, I do the same thing.'" Extend students' thinking to attempt to get more explicit, thoughtful responses. "David, when you are looking at those first two pages, what are looking for?" "I'm looking for something, like, interesting." That was really great what you said, because it's not interesting who wants to read it?" Restate important points students make (to underscore their importance and to encourage others to use the stated strategy). <ul style="list-style-type: none"> "If you read books that are too hard for you, it doesn't really help you as a reader. If it's easy, it's good. Good for you." "You look through the whole box. You don't just take the very first one, right?" "You look at the pictures to help you read the book." | <p>teach). "What do you mean by that?"</p> <p>[After a student responds, "Pick up a book and read it" to "How do you choose a book to read?"]</p> <p>"So you pick up a book and read it. What does that mean? What do you do?"</p> <p>"Read the words."</p> <p>Invite individual students to share strategies they use. "What else do you do when you're choosing a book? Anything else that's not up here [on our chart]? Are we missing anything?"</p> <p>Use language that encourages students to think harder and to clarify their thinking:</p> <ul style="list-style-type: none"> "What do you mean by that?" "Do you mean . . . or are you talking about . . .?" OK, tell me what you mean when you say . . . Do you mean . . . or . . .?" "Are you thinking of . . .?" "How do you decide [what book to pick]? Do you just go over there and pick any book? What do you do? OK. So you look inside? And what're you looking for?" "What does that mean [that it's easy]?" How do you use the pictures to help you? | <ul style="list-style-type: none"> How can the language we use with students encourage them to do their best thinking? Do we allow enough time for students to think and respond to the questions we pose? | <ul style="list-style-type: none"> Use oral language to communicate ideas. Use listening and observation skills to communicate ideas. |
| | |  <p>A chart from a primary classroom.</p> | <ul style="list-style-type: none"> Use oral language to communicate ideas. Use listening and observation skills to communicate ideas. |
| | | <ul style="list-style-type: none"> Struggling readers need more time to read. How can we ensure they do more reading during the school day? | <ul style="list-style-type: none"> Use pictures to comprehend the text. |
| | | |  |

Video SCENES

DEEPER UNDERSTANDING: Setting Up the Classroom for Independent Readers and Writers

| Setting, Notes, and Explicit Teaching Points The What, Why, and How of Teaching | Ongoing Assessment Informing Our Instruction | Questions/Reflections For Professional Conversations | Learning Outcomes What Students Know and Are Able to Do |
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| <p>NOTES it is fall in an urban, diverse, first-grade classroom, and phonics is the main reading strategy that has been taught and practiced. Our goal in a weeklong residency is to get students to also use meaning-based strategies along with phonics.</p> <p>TEACHING POINTS</p> <ul style="list-style-type: none"> Review and affirm what students know about what good readers do. (We reread the shared writing chart we began the previous day. What a Good Reader Does.) Elicit what one student did to figure out a word (like) so other students will try the strategy when they read. "Cesar, what was the hard word you figured out [in guided reading group]? It's on the word wall here." Like. And how did you figure that out?" [No response.] Review what students did that worked in figuring out a word so they will do it again. "Remember how we kept going through the pages of the book because you [a group of four] kept saying 'Danny looks red' but that didn't make sense with the story. And finally when you looked at the word, all of you, and then we looked at the story, we looked at the word, it had to be like because like was the one that made sense." Celebrate one student's word-solving strategy: to "think." "Wow, and I'm going to put a star here [on the chart] because that's what you did. Good readers think. Kids, you're not just sounding out words. You're thinking and it has to make sense." | <p>Use shared writing to find out what students know about what good readers do and to document their growing knowledge.</p> <p>Check for understanding and build on knowledge. "So what could we add here that is something else that a good reader does?"</p> <p>Guide students to say how they know what they know. "What was going on in your head? You weren't just sounding out the words. You were doing something else. What do we call that? You were working really hard." (Cesar responds, "Think.")</p> | <ul style="list-style-type: none"> How can assessing before teaching make teaching more effective and efficient? What is the value in reviewing a shared text?   | <ul style="list-style-type: none"> Use simple resources (word wall) with teacher guidance.   <p>Assessment before teaching and adding on as students learn more.</p> |
| <p>NOTES In another classroom, students' initial responses on our shared writing chart (before they write) indicate limited knowledge about writing meaningful texts. Until now, writing has concentrated on learning letters and sounds. Notice how children's knowledge grows as they observe teacher demonstration writing, write their own continuous texts with the goal of publishing their stories for the classroom library, and revisit what good writers do by reviewing, with guidance, the teacher's demonstration writing.</p> | | <ul style="list-style-type: none"> What do you think the teacher's beliefs are about teaching writing and how do they impact student achievement and students' beliefs about writing? | <ul style="list-style-type: none"> Write for an audience and relevant purpose. Self-select topics for writing continuous text. Use word choice in writing with teacher guidance. Develop oral language through listening, speaking, and observation. |
| <ul style="list-style-type: none"> What Do Good Writers Do? Grade 1 (6:26 min.) | | | |

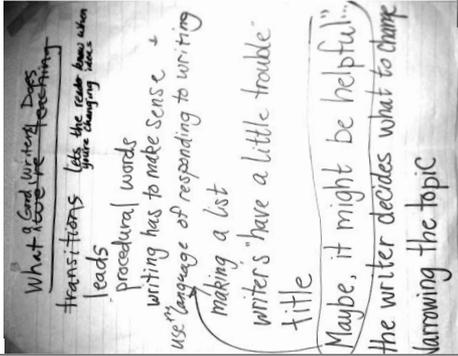
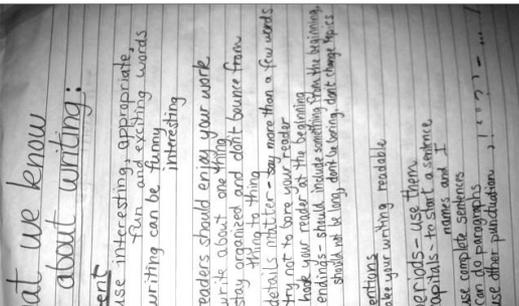
Video SCENES



Let Assessment Inform You: What Do Good Readers and Writers Do?

- What Do Good Readers Do? Grade 1 (2:30 min.)

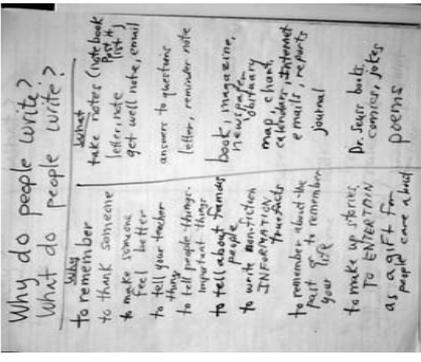
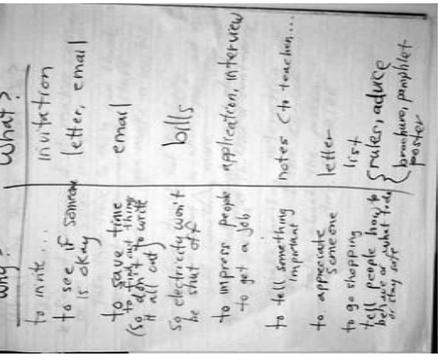
DEEPER UNDERSTANDING: Setting Up the Classroom for Independent Readers and Writers

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| <p>Notice the chart at the top right in a second-grade classroom, What Do Smart Writers Do? The students who created that chart were exactly like these first graders a year ago. Notice from the responses on the chart how knowledgeable they are as second graders, a tribute to their teacher's growing knowledge and her shift in beliefs and practices from mostly writing exercises in isolation to authentic daily writing of continuous texts for meaningful audiences and purposes.</p> <p>TEACHING POINTS</p> <ul style="list-style-type: none"> Connect publishing to writing interesting texts. "If we're publishing, you're doing all the things that good writers do." Encourage students to do what good writers do by restating important student contributions. Use the word wall or a chart if you can't know how to spell a word." Affirm and acknowledge students who try out what you've been teaching (so they will do it again and other students will do it). "Raise your hand if you did that [reread story before starting to write again, add a title]." Revisit and reread demonstration writing to point out what a good writer does that students haven't yet noticed but are ready to learn. "What do we call this?" [I reread the title to my demonstration writing story, "Getting to Love Norman"]. After a student responds, "Title," I add "add a title" to our chart. Record and shape all meaningful student responses. "They read it again." "I'm going to use a big word here, reread.... I'm going to put a star here [next to the word] because this is so important." (See shared writing chart for all recorded responses.) Connect a writing action (crossing out) to a meaningful purpose (revision). "Good writers change their minds." And, "I put in a better word. [I reread from my demonstration writing story and explain why I changed shiny to furry.] The word shiny wasn't the right word. It didn't sound right." Set the expectation that giving an oral response requires thinking before speaking. "Now think before you put your hand up. If your hand is up that means you know." | <p>Use your shared writing chart to assess what students are learning. (Date entries and write each entry in a different color marker, so you can see the growth.)</p> <ul style="list-style-type: none"> "What else have you learned?" "What's something else a good writer does? What are some of the things we did yesterday that you remember?" "What else did you see me do?" <p>Check that students are trying out what you are teaching. (This also sends the message that you expect this behavior.)</p> <ul style="list-style-type: none"> "How many of you did that yesterday?" [After student contributes "use the word wall.]" And, again, later, "Raise your hand if you put a title in your writing yesterday?" <p>Revisit demonstration writing as a scaffold to jump-start students' thinking and to assess what they notice. "What did I do here?" [I read and show crossed out line where I changed my mind and revised in the process of writing my draft.] "Why did I do it?"</p> <p>Use what a student has done as a good writer to nudge others to do the same. "One of you yesterday when you were reading your writing over [in a public conference] had left out a word. And what did we do? Who remembers?"</p> | <ul style="list-style-type: none"> How can you connect assessment with instruction when you do a shared writing with students? Why is this valuable for maximizing instruction and learning?  |  |

Video SCENES

- Let Assessment Inform You**
- What Do Good Writers Do? Grade 1 *continued*

DEEPER UNDERSTANDING: Setting Up the Classroom for Independent Readers and Writers

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| <ul style="list-style-type: none"> Demonstrate again when students have not picked up on a demonstration. "Here's what we did. I'm going to tell you [because students don't remember]." I write add a caret on the chart. "Do you remember what it looks like? It looks like this [I make a ^ on chart] and I saw a few of you try it." | <p>Assess whether students are learning and utilizing what is being demonstrated.</p> <ul style="list-style-type: none"> "Think. What did we call that when we added something?" [Referring to putting in a caret when adding a missing word.] | | |
| <p>NOTES Students see us as readers but rarely as writers. Share the kinds of writing you do in your life—notes, emails, lists, letters to parents, and so on. Bring in samples of your writing, and talk about why you write and what kinds of writing you do.</p> <p>NOTES To assess if students have connected writing in school with real-world writing and to help them forge that connection, we begin by talking about and recording (through shared writing) the reasons people write and the forms this writing takes. Another equally important purpose is to help students and teachers see many varied, authentic possibilities for writing and to connect that writing with an audience of readers. During this scene, when I share two books with students, I have carefully selected them for cultural relevance, high interest, and literary quality.</p> <p>TEACHING POINTS</p> <ul style="list-style-type: none"> Name some of the types of writing you do and why you do it. "I was writing those notes to remember... I made a list so I wouldn't forget... to thank someone... to make someone feel better..." Connect writing to life. "Think about the writing that your mom does, that your dad does... Do you think that writing is just something that people do in school or do people do it at their jobs? Do they do it in their daily life?" Show that authors write for readers. "This one is called Joe Louis: America's Fighter, by David Adler [show book] and he writes wonderful books for kids. He writes biographies." | <p>* Rereads Many Times Gets ideas from other writers</p> <p>Add interesting words so it's not boring to the reader</p> <p>It has to make sense for the reader</p> <p>You might add humor to make it interesting for the reader</p> <p>Writers think about why they're writing. They have to make sure that the reader will understand what they're writing. Make the writing better and make more interesting.</p> <p>A "What Do Good Writers Do" chart in progress, indicating students' growing knowledge about the writing-reading connection.</p> <p>After giving demonstrations and examples, check whether students understood enough (in this case, the reasons why people write) to give their own examples:</p> <ul style="list-style-type: none"> "Why else do people write in the world? You're spending... a lot of time in school writing. So it must be pretty important. So what are some of the reasons that people write?" "Why do you think Nikki Giovanni wrote Rosa?" [After showing the book and talking about it.] "Why do people write journals?" |  | <ul style="list-style-type: none"> Share writing with others. |
| <ul style="list-style-type: none"> Why Do People Write? What Do People Write? (7:13 min.) | |  | <ul style="list-style-type: none"> Write and communicate with others (notes, cards, letters). Write to express own ideas. Identify the intended audience for each piece. Write to tell (personal) stories. <p>Helping students make the connection between writing and reading: writers write for readers.</p> |

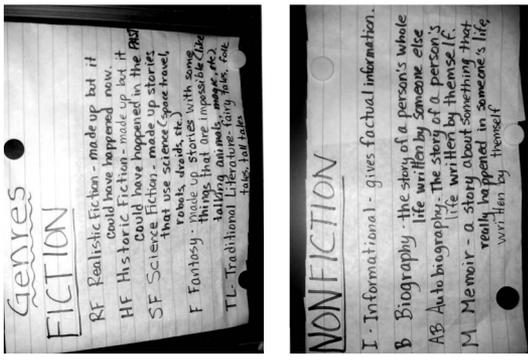
Video SCENES



Connect Real-World Writing and Reading

- Teacher as Writer (0:55 sec.)
- Why Do People Write? What Do People Write? (7:13 min.)

DEEPER UNDERSTANDING: Setting Up the Classroom for Independent Readers and Writers

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| <ul style="list-style-type: none"> Explain vocabulary necessary for understanding important concepts. "What's a biography? It's a story of a person's life." And, "People write obituaries when somebody dies. They tell all about that person's life." Scaffold and expand students' responses. "When... there are all kinds of facts in the books, true things what do we call that?" "Nonfiction." "Nonfiction, OK good. And... one of the reasons that people write is to give information, to tell you things... Maps give you information... charts... calendars [write on chart]." Provide options for writing choices. "Why can't they [the students] write their own joke books and magazines and information and reports?" Extend writing purposes beyond the classroom. "I want you to ask your parents tonight, how do they use writing in their life?" Connect writing parents do to real-world writing. Record and shape responses: invitations, email, bills, applications. Show authentic examples (written by other students) to connect writing purpose with writing form and audience: rules of life, Welcome to Second Grade, advice to other students, playground rules. | <p>Attempt to get students to clarify their thoughts (so you can understand their thinking and what, if any, support they need):</p> <ul style="list-style-type: none"> "Give me an example." "Tell me a little more about that." "You're on the right track." "Who can tell me more?" "Where else can you find information? If you wanted to write information for somebody, what, where could it be?" <p>Assess that students can justify responses (this pushes their thinking):</p> <ul style="list-style-type: none"> "Why is that important?" "Why does that matter?" "Why do people write their life stories down?" <p>Provide information in your question to help scaffold student's response. "If you want to read something for entertainment, what might you read?"</p> <p>Make sure students know why people write in particular forms/types of writing (so they come to see that people write for a purpose and audience):</p> <ul style="list-style-type: none"> "Why do they send emails? Write applications? Interviews?" "What would be the reason why you might write rules?" "Who do you think their audience was? Who did they write this for?" |  | <ul style="list-style-type: none"> Write for own purpose (to communicate with friends). Write in a variety of forms/genres. Select from a wide range of writing topics. Maintain focus on a specific writing topic. Use personal experience and observation to support ideas for writing. Publish texts in various ways. |
| | | <ul style="list-style-type: none"> How does writing for authentic audiences and purposes impact student engagement, effort, and writing quality? | |

Video SCENES

Connect Real-World Writing and Reading continued

DEEPER UNDERSTANDING: Setting Up the Classroom for Independent Readers and Writers

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| <p>NOTES</p> <p>When students are invested and know exactly what to do during independent practice, they are completely focused and engaged. This scene shows what that engagement and focus looks like (an expectation for all grade levels) for students as writers (as well as teachers as writers) and readers.</p> | <p>Use this time for formative assessment (roving conferences, taking anecdotal notes, conferring with individual or small groups).</p> | <ul style="list-style-type: none"> How can you be sure that students are not just sitting quietly and looking like they are engaged but that they are actually understanding and problem-solving the text? | |
| <p>NOTES</p> <p>This scene takes place after fourth-grade students have written “life story” drafts. Up until now students did not see themselves as writers, did not write for an authentic audience or purpose, and did not write daily. What writing they did was focused on conventions, prompts, and test preparation. Teachers reported that standardized test scores were very low.</p> <p>Students were used to connecting good writing mostly with correctness and conventions (handwriting, neatness, skipping lines, getting it “perfect”), which has limited their writing fluency, engagement, and achievement. This was the first time that students had been given topic choice and were asked to focus on the meaning and quality of their writing along with conventions.</p> <p>This celebration/evaluation time serves two purposes. First, to help students recognize what they have done well, and second, to see what they value in writing, which we can then use to guide future instruction. Because these students had such low confidence as writers, it was especially important to celebrate and affirm what they had done well.</p> | <p>Assess, affirm, and extend students’ learning:</p> <ul style="list-style-type: none"> “How many of you think you did some of your best writing?” “How come you did a good job today?” <p>Courtney: “I really thought about it.”</p> <p>“And also it was a pretty important thing, the story you told.” Michael: “Because it’s not messy.” “What made you take the time to make it neater? Did you care about what you were writing about? That usually makes the difference.”</p> <p>Addressing teachers:</p> <p>“Sometimes I see handwriting really improve and I don’t talk about handwriting because when we care about what we are doing we do a better job.”</p> <ul style="list-style-type: none"> “Why do you think you did a better job?” Buba: “I put my mind to it, I ignore people talking to me.” “Why did you put your mind to it? When I am writing, writing is such hard work that I have to put my mind to it. You said a really smart thing.” | <ul style="list-style-type: none"> What do you notice about how an overfocus on conventions has impacted these students as writers? | |

Video SCENES



Independent Practice: Student Writing and Reading
(0:45 sec.)



Celebration/Evaluation: Fourth-Grade Writing
(2:01 min.)

DEEPER UNDERSTANDING: Setting Up the Classroom for Independent Readers and Writers

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| <p>Buba: <i>"It was my best thinking."</i> <i>"Were you interested in what you were writing about? When I am interested in what I am writing about, I do my best work. I put my mind to it just the way you said that."</i></p> <p>Clarify student's understanding of revision:</p> <ul style="list-style-type: none"> • <i>"That's not a mistake. You were fixing it up to make it clearer for the reader. We call that revising. That's what good writers do."</i>  <p>Students demonstrate their pride as authors.</p> | | | |

Video SCENES

**Celebration/
Evaluation:
Fourth-Grade
Writing
continued**

