



Goals and objectives for our day together

Together we will explore ways to support successful readers and writers in the intermediate grades, as POPEY guides us through:

- reading and writing development across the grade levels
- opportunities for reading and writing both fiction and nonfiction
- literature circles as a tool for collaboration, comprehension & conversation
 - instructional routines to support differentiation and inclusion



How do we learn?





Learning is:

* constructive

* inquiry-based

* experiential



- * observation of someone skilled modelling/demonstrating
- * direct instruction
- * gradual release of responsibility
- * practice / repetition
- * time / opportunity
- * encouragement / feedback
- * safety to take risks and try new things
- * relationships, motivation, engagement...

With this in mind, how can we create the learning experiences our students need to build strong reading & writing skills?

 $Lesley\ University\ Institute:\ Word\ Study:\ Teaching\ Phonics,\ Vocabulary,\ and\ Spelling\ in\ Grades\ K-3$



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Check-in - You and Literature Circles

How would you describe your prior experience and comfort level with Lit Circles?

- 1. Have not tried them yet
- 2. Have tried them a bit
- 3. Feel pretty comfortable with them
- 4. Feel very comfortable with them





Comparing Lit Circles and Book Clubs

How many of you have participated in Book Clubs? How would you describe a Book Club? Turn & Talk

- * A group of people reading the same book
- * Meeting on a regular basis to talk about the book
- * Sharing thoughts, connections, reflections, opinions, wonderings...
- * A fun, social, and supportive setting to talk about books and their themes, genres, ideas, lessons, characters...





Supporting a Classroom of Talkers AND Listeners

Our students need...

- * a sense of safety, joy and belonging in the classroom
- * a classroom culture of appreciation and respect
- * time to talk (built into their daily schedule)
- * a balance of partner talk, small group talk, whole class talk
- * demonstrations of and practice with:
 - <u>compliments</u> what they're noticing others do
 - asking questions and listening to answers
 - sharing their opinions, with reasons/evidence
 - oral rehearsal for what they're writing





Scaffolding Comprehensive Literacy Learning

Whole class instruction - what's our purpose?

- ✓ intentional and thoughtful conversation to support language development
- ✓ direct instruction mini—lessons to model what good word solvers, readers, and writers think and do students observe the reading/writing process
- ✓ building community, connection, trust, safety, belonging
- ✓ building students' identities as readers and writers
- √ connecting students to the joy of stories and texts through
 interactive read alouds
- ✓ making the connections between thinking, talking, reading, and writing explicit and meaningful
- ✓ equip students with an expanding toolkit of word solving strategies they can use independently in their reading and writing experiences

Full teacher support: I do, you watch



Scaffolding Comprehensive Literacy Learning

Small group work - what's our purpose?

- ✓ teacher acting as coach or guide for students as they practice new literacy skills
- ✓ teacher can have quick and informal reading and writing conferences with students within the group
- ✓ socially supported activities, as students practice their literacy skills with a small group of peers
- ✓ students participate in group reading and writing problem solving
 and conversations
- ✓ students participate in enjoyable literacy experiences and build their confidence interacting with texts
- ✓ students develop the strategies needed to be successful readers and writers

Some teacher support: We do together



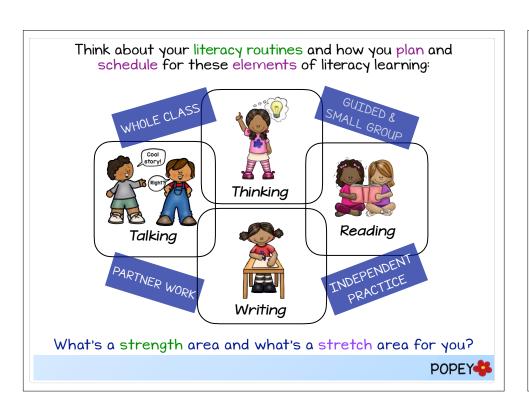
Scaffolding Comprehensive Literacy Learning

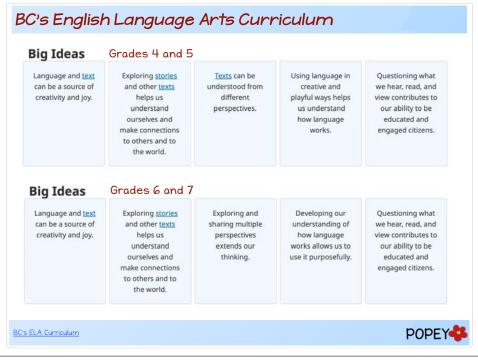
Independent reading & writing - what's our purpose?

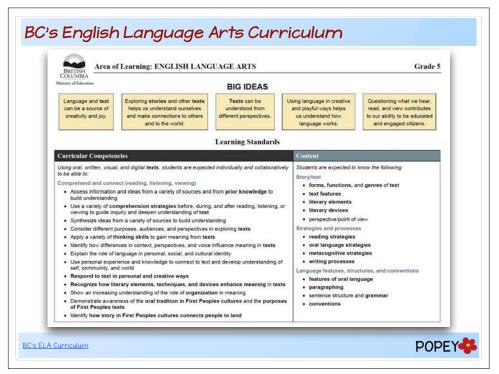
- ✓ students choose texts, topics and stories to read and write about
- ✓ read and write by themselves or with a partner
- ✓ have the time to practice the literacy skills they've been taught
- \checkmark develop fluency, comprehension, and writing skills
- \checkmark use known words and word solving skills to write unknown words
- \checkmark use **resources in the room** to help them write
- ✓ understanding the power of reading and writing to share stories
 and ideas with each other
- ✓ enjoy reading and writing on their own
- \checkmark strengthen their identity as a reader and a writer

Minimal teacher support: You do









The Developmental Stages of Reading

Emergent

- pretend, imitate & practice reading behaviours
- ·use background knowledge to predict author's message
- ·begin to understand concepts of print
- know that print represents sounds & words





Early

- ·know how sounds translate into letters & letter clusters
- ·understand concepts of print
- ·respond to texts through oral retellings and discussions
- ·use decoding & problem solving skills
- read high frequency words quickly and fluently
- ·use known words to monitor meaning



Transitional

- ·use knowledge of text to monitor & self-correct
- ·develop an awareness of how to read silently
- ·apply more complex comprehension strategies
- ·expand vocabulary; show interest in unfamiliar words
- ·solve multisyllabic words by noticing parts of words

Dorn & Jones - Apprenticeship in Literacy: Transitions Across Reading and Writing



The Developmental Stages of Writing

Emergent

- ·hold simple sentences in memory when composing
- ·use a combination of drawing, dictating, & writing letters
- ·say words slowly to identify sound-to-letter match
- ·write a few high frequency words with accuracy



Early

- ·maintain a sequence of ideas when writing a message
- ·construct words using larger units of sound-to-letter
- ·spell high frequency words correctly
- ·return to reread when meaning breaks down
- ·include more details in writing
- •segment and blend sounds in words



Transitional

- ·use knowledge of text to plan & organize writing
- •include details in logical sequence
- ·expand vocabulary; include new and unusual words
- attend to syllables when writing unknown words
- ·write longer texts with greater accuracy and speed

Dorn & Jones - Apprenticeship in Literacy: Transitions Across Reading and Writing



BC's ELA Curriculum & Quick Scales



- English Language Arts Big Ideas
 - Learning Standards
 - * Curricular Competencies
 - * Content



- Reading Literature
- Reading for Information
- Writing Reports, Articles & Letters
- Personal Writing

POPEY \$

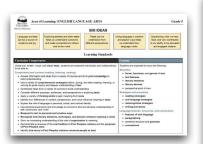
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BC's ELA Curriculum

Read, Reflect, Connect & Share

Extra Handouts

- Read the extra curriculum handouts for your grade(s)
- Reflect what do you notice?
- Highlight what curricular competencies can lit circles support?
- Notice connections between reading, writing, thinking, and talking
- Share with your discussion group







What are literature circles?

- an organizational strategy to teach and support comprehension
- students read a variety of novels
- students choose the book they'd like to read, form small groups
- students have group discussions about their reading, guided by their questions and insights
- students use journals to document their reading & their conversations
- a framework for students to increase their independence and strengthen their reading and writing skills in a supportive setting

Students engage in grand conversations, come up with thoughtful responses, and they do a lot of reading.

Grand Conversations, Thoughtful Responses: A Unique Approach to Literature Circles - Brownlie



What are literature circles?



Important aspects of Faye Brownlie's approach:

- students have a choice in what and how much they read
- \bullet they are $\ensuremath{\text{not}}$ assigned roles in their discussion groups
- they are not required to read at the same pace as other students in their discussion group (no set pages to read per day)
- \bullet it grows, strong, thoughtful, sophisticated readers



Grand Conversations, Thoughtful Responses: A Unique Approach to Literature Circles - Brownlie



Laying the groundwork for successful lit circles

- * Read aloud every day and give students opportunities to talk
- * Model the skills you want them to use over and over (how to respond to each other's statements, how to find and share evidence, how to disagree respectfully, how to have a conversation)
- * Alongside instruction on reading/discussion, do community building and conflict resolution activities
- * Read many novels for your students' age group so you're confident in the texts you put forward as options
- * Start lit circles with students in groups of four and the whole class reading the same highly engaging novel
- * Talk it up and emphasize the fun and freedom they'll have once they master the lit circle routines and structure

Edutopia - The Nuts and Bolts of Getting Started with Literature Circles



Setting up for lit circle success

Qualities of a good lit circle book:

- * Compelling content action, suspense, dialogue, humour, controversy
- * Realistic characters
- * Picture books with strong, colourful illustrations that support the story
- * Meets a range of reading and interest needs
- * Does it arouse emotions? Is it well written? Is it meaningful?

Guiding student book choices:

- * Teach students to make good book choices
- * Introduce books through book talks
- * Build in time to preview the book choices
- * Students make first, second, and third choices

Getting Started with Literature Circles: Choosing Books for Lit Circles — Schlick Noe & Johnson



Novels

- Choose novels that have high engagement possibility
- Wide variety of text complexity ('sell' books to students, encourage self-selection of books they can 'engage' with)
- \bullet $\mbox{\bf Read}$ all the books so you can discuss
- Add to the starter book collection as needed (once a book has been read by most students, remove it from the collection and add another title)
- Keep track of who is reading which book



Grand Conversations, Thoughtful Responses: A Unique Approach to Literature Circles - Brownlie



Discussion Groups

- Forum for in-depth thinking
- Teacher involved, but not leading (eventually)
- Can discuss beforehand what a 'sophisticated group participant' looks like and acts like
- Fluid intake and exit of each group (as novels are finished)
- Building independence (Say Something strategy builds routine and confidence until conversations come more naturally)

Grand Conversations, Thoughtful Responses: A Unique Approach to Literature Circles - Brownlie



Discussion Groups

- Discussion groups meet twice a week
- Students come to the discussion with a passage they've chosen to read aloud as a conversation starter. Other students respond this is called the Say Something strategy. (15—20 minutes)
- When students complete a book, they return it and start a new book - joining that other discussion group.
- Two to three times a week, students write journal responses.
- Every two weeks, students complete a comprehension activity, done together as a whole class on the various books being read.
- Large blocks of time are most effective for group discussions (75-90 minutes)

Grand Conversations, Thoughtful Responses: A Unique Approach to Literature Circles - Brownlie



Response Journals

- Model first
- Basic structure T chart
- Avoid 're-telling'
- Increase complexity based on skill and grade

| What Happened | My Thinking |
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Grand Conversations, Thoughtful Responses: A Unique Approach to Literature Circles - Brownlie



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Say Something strategy

- One person shares a paragraph/sentence/phrase they've chosen from the book/article
- Each person then says something about the part read aloud (connections, opinions, wonderings, etc.) **emphasize there is no right answer
- Important aspects:
 - All voices must be included
 - · All students must feel included
 - All students must have their ideas respected
 - The discussion should move us to new understandings

Grand Conversations, Thoughtful Responses: A Unique Approach to Literature Circles - Brownlie



Say Something - about poetry

Your Turn!

- Choose one of the three poems
- Read it on your own
- Reflect what do you notice, feel, like, or wonder about?
- Write a "response journal" entry in your handout
- Say Something about the poem and your thoughts
- Share with your discussion group

| What Happened topic, theme, imagery, tone, language, feeling | My Thinking connections, feelings, wonderings, thoughts, memories, experiences |
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| Listening Comprehension & Reading Comprehe | ension |
|---|---------|
| Access to Complex Language and Opportunities for Deep T | hinking |
| Comprehension Comprehension Reading Comprehension Complexity of Texts Shifting the Balance by Jan Burkins and Kari Yates. Copyright © 2021. Conversations with our students are an investment in their reading comprehension | |
| Shifting the Balance: Burkins & Yates | POPEY |

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Skilled Comprehenders Use These Strategies

- * connecting to prior knowledge schemas
- * self-questioning ask themselves questions about the text
 - an essential component of planning to understand a text
- * predicting using prior knowledge and clues from text to make hypotheses about the text content
- * using text structure organize text information to make meaning
- * visualizing mental imagery to remember information from texts
- * making inferences integrate bits of info and fill in the gaps
- * summarizing prioritize the importance of info to get the 'gist'
 - this requires complex working memory and cognitive flexibility

We can explicitly model these comprehension skills and engage students in conversations — and lit circles — that allow them to practice comprehension.

Executive Skills & Reading Comprehension - Cartwright

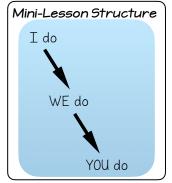


Principles of impactful independent reading Lit Circles Why? Principle YwoH - prioritize independent reading by Volume of reading putting it into your plans first Time celebrate where students already is **key** in growth are in their stamina Students are more conduct class discussions about motivated to read considerations when choosing books Choice when they get to - advertise books and have students choose what they read advertise books - include partner time in independent Talk leads to improved readina Talk comprehension and - conduct inquiries into purposeful builds community talk Feedback is one of the - design a **schedule** that includes Teacher most impactful tools we conferring and small group work Support have for raising student - take **notes** and be prepared to achievement

Trusting Readers — Scoggin & Schneewind



Elements of a Mini-Lesson to Launch Lit Circles



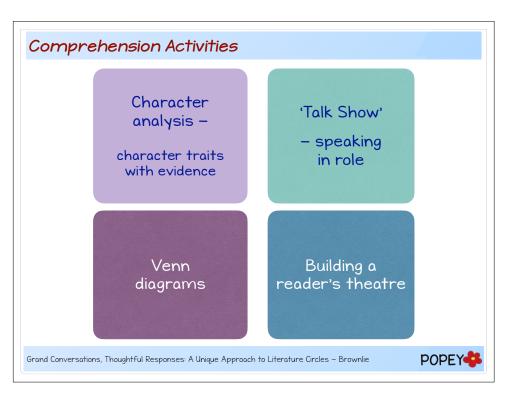
- * mini, not maxi (five minutes)
- * strategy-focused
- * model, model, model
- * direct and explicit instruction
- * guided practice in a safe, supportive setting
- * transfer to independence

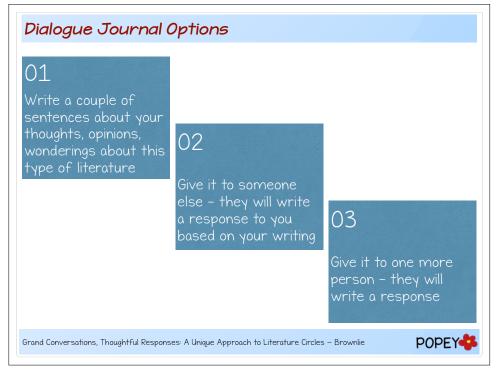


Write from the Start: Writing Workshop in K-3 - POPEY Presentation by Lori Jamison



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Say Something - about The Lightning Thief Your Turn! Independent Work - 10 minutes Read - or re-read a passage on your own Reflect - what do you connect with, notice, like, or wonder about in the part you're reading? Write - a journal entry in your handout... Join your lit circles - 15 minutes Say Something - about the story and your thoughts Share - with your discussion group What Happened My Thinking

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Considerations for Lit Circles

Encouraging natural discussion and enthusiasm for books, while ensuring students grow as readers:

- * choice is essential (including graphic novels and e-books)
- * think about whether the books offered reflect their backgrounds and interests (also offer nonfiction books)
- * mix up the reading groups allow students to choose based on their interests, not their reading level
- * a simple text can hone a reader's skills ("What does Where the Wild Things Are say about anger?")
- * notice how you model discussion in your classroom (taking turns, allowing all to talk, being curious, not judgmental, perspective—taking)

Harvard Graduate School of Education: Lit Circles



Text Sets - supporting diverse learners

Text sets are built around a particular topic or theme and represent a range of text complexity



- * Multiple entry points
- * Expand vocabulary around key topic
- * Share knowledge among many different sources of information
- * Multiple sources to look for answers to questions
- * Students understand that there are multiple angles to consider
- * Conversation creates a community of curious learners

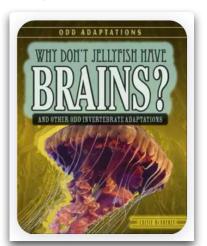
Students engage in co-construction of new knowledge about a topic.

Shifting the Balance - Burkins & Yates, A Teacher's Guide to Development Across the Day - Wright Image: Peter H. Reynolds - The Word Collector



Piquing Interest with Attention-Grabbing Read Alouds

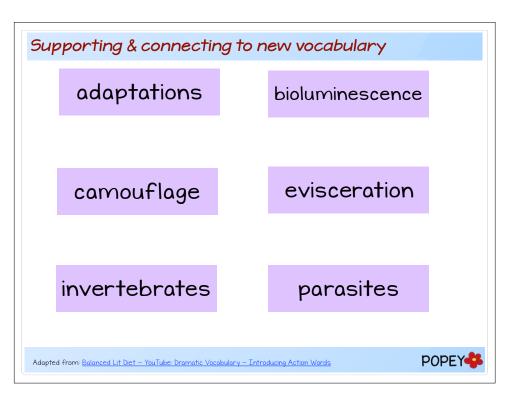
Hook your readers on nonfiction with unusual & interesting facts

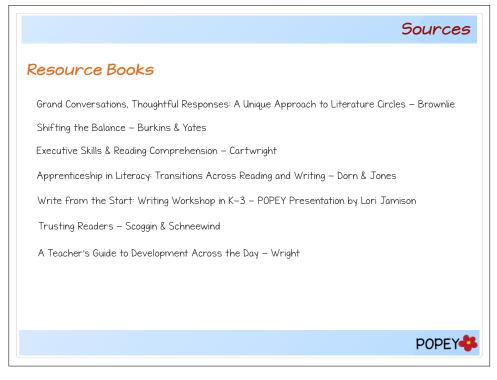


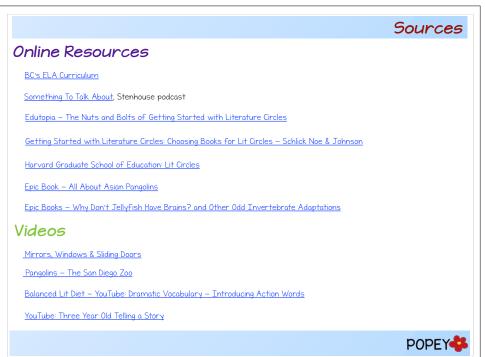
- * 97% of animals are invertebrates (most of these are insects)
- * Sponges were the first creatures on Earth
- * All iellyfish are venomous, and about half of them glow in the dark
- measure 15 feet across its leas
- * Jewel wasps inject venom into their prey's brain, turning it into a 'zombie'

* The Japanese spider crab can POPFY

Epic Books - Why Don't Jellyfish Have Brains? and Other Odd Invertebrate Adaptations







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