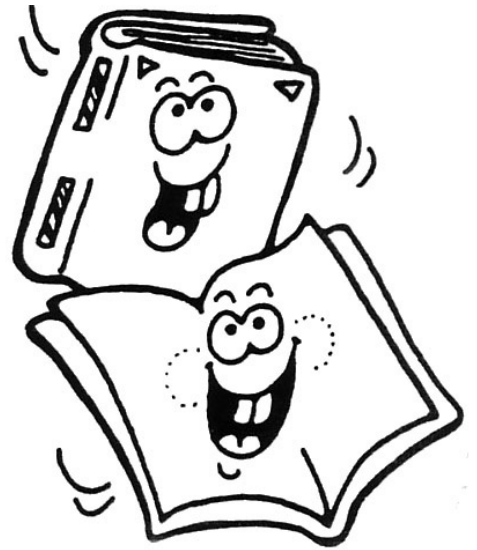




The New Essentials of Literacy Instruction

Maria Walther, First Grade Teacher
Gwendolyn Brooks Elementary School
2700 Stonebridge Blvd.
Aurora, IL 60502
maria_walther@ipsd.org
www.mariawalther.com
Twitter:@mariapwalther



A Portrait of a Future-Ready Learner

- Becomes a self-directed, independent learner
- Builds strong content area knowledge
- Adjusts communication based on audience, task, purpose, and content
- Comprehends as well as critiques
- Seeks to understand other perspectives and cultures
- Evaluates other points of view critically and constructively
- Values evidence
- Uses technology and digital media strategically and capably

Common Core State Standards (CCSS) for English Language Arts (NGA Center/CCSSO, 2010), p. 7

Elevating Reading Workshop

- Read Aloud
- Develop Text Sets
- Incorporate Informational Texts
- Engage in Collaborative Conversations
- Encourage Reading Response
- Guide Readers
- Share and Celebrate

Read Aloud!

Jarvis. (2016). *Alan's big, scary teeth*. Somerville, MA: Candlewick.

Alan the alligator is best known for scaring with his "razor-sharp" teeth. Find out what happens when the animals discover Alan's secret—his teeth are fake.

BOOK TRAILER: <https://www.youtube.com/watch?v=ZTVaTrfzGNE>

Teaching Idea: Pair with *Grandpa's Teeth* (Clement, 1999)

McDonnell, P. (2016). *Tek: The modern cave boy*. New York: Little, Brown.

Much to his parents' and friends' chagrin, Tek refuses to leave his cave and all of his electronic gadgets until a volcano explodes and he is disconnected. Outside of his cave, Tek discovers friendship and "THE BIG BEAUTIFUL WORLD."

Teaching Ideas: Create a text set with *Doug Unplugged* (Yaccarino, 2013) and *Hello! Hello!* (Cordell, 2012);
Inferring Big Ideas—Technology vs. The Real World

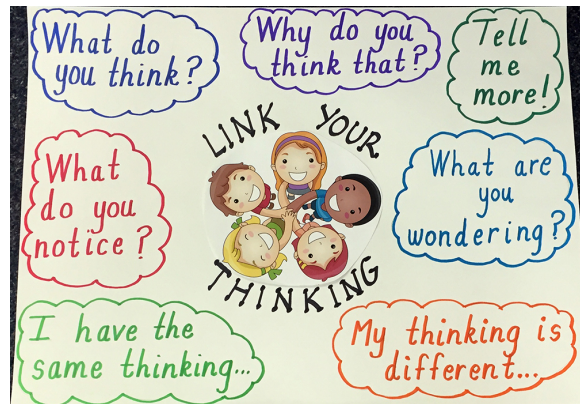
Why Read Aloud?

The Read-Aloud:

- Builds a textual lineage from which to draw when asked to compare and contrast
- Demonstrates how books work so that readers have a better understanding of craft and structure
- Sparks rich discussion and collaborative conversations
- Models how proficient readers read, understand, and interpret complex texts
- Helps all learners, especially English Language Learners, hear the nuances of the English language
- Fosters a strong sense of community

Source: *Transforming Literacy Teaching in the Era of Higher Standards, K-2* (Walther, 2015, p. 45)

Engage in Collaborative Conversations



Mini-Lesson found on pages 52-53 of *Month-by-Month Reading Instruction for the Differentiated Classroom* (Walther & Phillips, 2012)

Also see Blog Post by Lois Bridges: The Having of Grand Conversations
<http://frizzleblog.scholastic.com/post/having-grand-conversations>

BOOKS TO SPARK COMPREHENSION CONVERSATIONS

Predicting

Smith, L. (2010). *The inside tree*. (D. Parkins, Illus.). New York: HarperCollins.
Mr. Potter's house is warm and comfortable until he decides to invite a dog and a tree inside.

Teaching Ideas: Peek and Predict (See *M-by-M Reading* p. 116)

Deedy, C. A. (1991). *Agatha's feather bed: Not just another wild goose story*. Atlanta, GA: Peachtree.
I've introduced this story to many teachers and they either like it or they think it is a little odd. Either way, it is ideal for predicting. Agatha is an old woman who believes "everything comes from something." When a gaggle of naked geese appear on her windowsill, she makes them warm cloaks to replace their feathers, which make up her bed. In a surprise ending, we find out that the cloaks were made from her long white hair.

Teaching Ideas: Predict the Title (See *M-by-M Reading* p. 109)

Seeger, L. V. (2010). *What if?* New York: Roaring Brook.

Laura Vaccaro Seeger uses only 6 words in varying combinations to tell a tale three different ways. This book will spark a conversation about friendship and considering the feelings of others. It is also ideal for pointing out the difference between predicting and inferring.

Teaching Ideas: Beginning of Year; Social Studies—Friendship; Inferring (See Predicting vs. Inferring Mini-Lesson in *M-by-M Reading* p. 185)

Inferring Big Ideas

Boelts, M. (2007). *Those shoes*. (N. Z. Jones, Illus.). Cambridge, MA: Candlewick.

Jeremy really wants "those shoes"—the pair of high-tops that everyone else has, but Grandma can't afford them. Later, Jeremy finds a pair in a thrift store that are much too small, but gets them anyway. After much debate, Jeremy ends up giving his too-small shoes to another boy in need.

Teaching Ideas: Inferring Big Ideas, (See *M-by-M Reading* p. 186)

Boelts, M. (2016). *A bike like Sergio's*. (N. Z. Jones, Illus.). Somerville, MA: Candlewick.

Ruben is longing for a bike just like his friend Sergio's but his family can't afford one. While he and his friend are shopping, a woman drops some money. Ruben, thinking it's a dollar bill, puts it in his pocket. When he gets home, he realizes it is a \$100 bill. In the end, Ruben does the right thing and returns the money to the woman.

Teaching Ideas: Inferring Big Ideas (See *M-by-M Reading* p. 186); Pair with *A Dog Wearing Shoes* (Ko, 2015) as examples of characters who feel empathy.

Questioning

Cole, H. (2012). *Unspoken*. New York: Scholastic.

This wordless picture book depicts a young girl's willingness to help a runaway slave and shows that "everyday people were brave in quiet ways."

Teaching Ideas: Black History; U. S. History (See *M-by-M Reading*, pp. 164-166)

Enhancing Writing Workshop

- Read Aloud Like a Writer
- Engage in Collaborative Conversations
- Share Effective Mini-Lessons
- Develop Engaging Genre Studies
- Guide Writers
- Share and Celebrate

Genre Exploration:

Teaching Students to Write Free Verse and List Poems

Sources: *Month-by-Month Trait-Based Writing Instruction* (Walther & Phillips, 2009)
Month-by-Month Reading Instruction for the Differentiated Classroom (Walther & Phillips, 2012)

Immerse Your Students in Poetry

Notice Poetic Devices

Alliteration

Mentor Texts:

A My Name is Alice (Bayer, 1984)

"Batty" found in *Laugh-eteria* (Florian, 1999)

Four Famished Foxes and Fosdyke (Edwards, 1995)

Onomatopoeia

Mentor Texts:

Clang! Clang! Beep! Beep! Listen to the City (Burleigh, 2009) Picture book written with rhyming couplets

"Clatter" found in *Teaching Struggling Readers with Poetry* p. 73

Rhythm—Repetition of Words, Phrases, or Lines

Mentor Text:

I Love Our Earth (Martin & Sampson, 2006)

Shape—Concrete Poems

Mentor Text:

Come to My Party and Other Shape Poems (Roemer, 2004)

Ode to A Commode (Cleary, 2015)

Rhyme

Mentor Text:

Billy & Milly: Short & Silly (Feldman, 2009)

Sensory Images

Mentor Text:

The Black Book of Colors (Cottin 2006/2008)

Teacher Resource: *Month-by-Month Trait-Based Writing Instruction* pp. 139-140

Comparison

Creative Conventions

"Coprolite" found in *Can You Dig It? and Other Poems* (Weinstock, 2010)

Once I Ate a Pie (MacLachlan & MacLachlan Charest, 2006)

Teacher Resource: *Month-by-Month Trait-Based Writing Instruction* pp. 140-141

Inquiry Experience: Playing with Words

(Source: *Transforming Literacy Teaching in the Era of Higher Standards* (Walther, 2015))

TARGET

I can use what I've learned from listening to and reading poetry to write my own poems.

PREPARATION

- Gather a variety of poetry books for immersion.
- Prepare 3- x 8-inch strips for use in the pocket chart or on an interactive whiteboard document to record nouns, verbs, and adjectives.
- Strategically pair learners with a poetry pal.
- Prepare a small zippered plastic bag with about 25 11/2- x 5-inch paper strips for each pair.

Picture Books about Poetry

Daniel Finds a Poem (Archer, 2016)

Stanza (Esbaum, 2009)

Will You Read to Me? (Cazet, 2007)

EXPLANATION

Although the standards for narrative writing don't specifically call for poetry writing, I believe it is essential for students to write poetry in order to better analyze the craft and structure of poetry. This belief is echoed by poet, educator, and writer Sara Holbrook, who shared

the following reasons to read and write poetry with students (Judson's Literacy in Motion Conference, 2014). Poetry:

- Helps children make connections through shared experiences
- Engages students because they like poetry and it's fun to read and write
- Serves as vehicle for literacy and learning across all content areas
- Creates authentic teaching opportunities because every poem is a mini-lesson
- Provides children with a chance to write about events that have touched their hearts
- Encourages writers to practice being precise and concise

This learning experience can be repeated throughout the year. Start early in the year by creating shared poems. Later, release the responsibility to students, showing them how to use poetry as a way to summarize new learning about a science or social studies topic, respond to a text, or record a shared experience such as a field trip.

EXPERIENCE

Immersion in the Genre

- Immerse students in the genre of poetry by reading and discussing a variety of poems.
- Create a shared definition of poetry.
- Notice and chart the characteristics of engaging poems.

Prewriting

- Select a specific topic that you and your students have studied.
- Invite learners to share nouns, verbs, or adjectives about that topic, and record each response on a separate 3- x 8-inch strip for use in the pocket chart or on an interactive whiteboard document.
- Collaborate with your learners to move the words around and add other words, as needed, to create a poem.
- Mix up the words and repeat the process, highlighting how a poet is constantly revising or playing with words.
- Continue with this demonstration until you feel that students are ready to try it on their own.

Poetry Pals Playing With Words

Strategically pair learners with a poetry pal. Give each pair a small zippered bag with about 25 11/2- x 5-inch paper strips. Invite children to record a noun, verb, or adjective about a topic of their choice on each strip. Then, as you demonstrated to the whole class, have pairs play with the words until they've made a poem, adding additional words as needed.

Polish and Present

- Once students have had ample time to play with their poetry strips, give students poetry paper to record their favorite poems and create accompanying illustrations.

- After students write their own poems, use the shared definition and characteristics as a guide for self-assessment.
- Provide opportunities for students to share their poems with their peers, cross-age buddies, or by recording a podcast to view at a later time.

Adapted from *Month-by-Month Reading Instruction for the Differentiated Classroom* (Walther & Phillips, 2012)

Professional Books That Have Shaped My Thinking

- Atwell, N. (2007). *The Reading Zone: How to Help Kids Become Skilled, Passionate, Habitual, Critical Readers*. Scholastic.
- Biggs-Tucker, K., & Tucker, B. (2015). *Transforming Literacy Teaching in the Era of Higher Standards, 3-5*. Scholastic.
- Fuhler, C. J., & Walther, M. P. (2007). *Literature Is Back! Using the Best Books for Teaching Readers and Writers Across Genres*. Scholastic.
- Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading: Good First Teaching for All Children*. Heinemann.
- Johnston, P. H. (2004). *Choice Words: How Our Language Affects Children's Learning*. Stenhouse.
- Johnston, P. H. (2012). *Opening Minds: Using Language to Change Lives*. Stenhouse.
- Keene, E. O. (2012). *Talk About Understanding: Rethinking Classroom Talk to Enhance Comprehension*. Heinemann.
- Miller, D. (2013). *Reading With Meaning: Teaching Comprehension in the Primary Grades (2nd ed.)*. Stenhouse.
- Ray, K. W., & Cleaveland, L. B. (2004). *About the Authors: Writing Workshop with our Youngest Writers*. Heinemann.
- Richardson, J. (2009). *The Next Step in Guided Reading: Focused Assessment and Targeted Lessons for Helping Every Student Become a Better Reader*. Scholastic.
- Richardson, J., & Walther, M. P. (2013). *The Next Step Guided Reading Assessment, K-2*. New York: Scholastic.
- Richardson, J., & Walther, M. P. (2013). *The Next Step Guided Reading Assessment, 3-6*. New York: Scholastic.
- Routman, R. (2005). *Writing Essentials*. Heinemann.
- Spandel, V. (2007). *Creating Young Writers (2nd ed.)*. Allyn & Bacon.
- Taberski, S. (2011). *Comprehension From The Ground Up*. Heinemann.
- Thompson, T. (2015). *The Construction Zone: Building Scaffolds for Readers and Writers*. Stenhouse.
- Walther, M. P. (2015). *Transforming Literacy Teaching in the Era of Higher Standards, K-2*. Scholastic.
- Walther, M. P., & Fuhler, C. J. (2010). *Teaching Struggling Readers With Poetry*. Scholastic.
- Walther, M. P. & Phillips, K. A. (2009). *Month-by-Month Trait-Based Writing Instruction*. Scholastic.
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