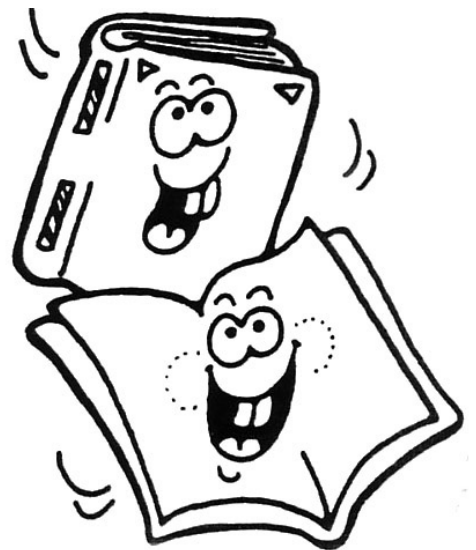




The New Essentials of Literacy Instruction

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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!

Barton, C. (2016). *That's not bunny!* (C. Jack, Illus.). New York: Disney/Hyperion.

Fierce Hawk is perched on his nest ready to snatch his prey but he is outwitted by a clever rabbit.

Teaching Ideas: Pair with *My Lucky Day* (Kasza, 2005); **Three Read Aloud Words:** *fierce, dismayed, contents* (See M-by-M Reading p. 15-16)

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)

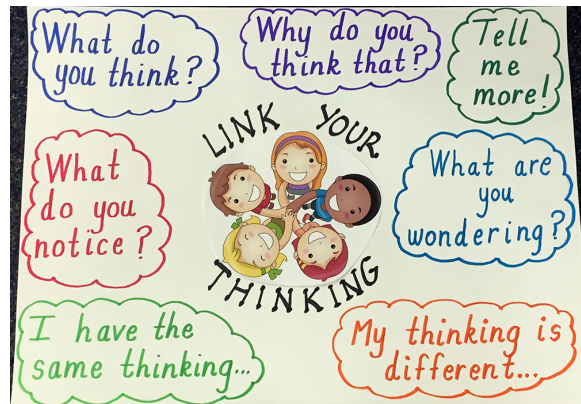
Why Read Aloud?

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)

Nelson, K. (2015). *If you plant a seed*. New York: HarperCollins.

Rabbit and Mouse plant seeds, but their selfishness leads to trouble. They discover that planting a seed of kindness is much sweeter.

Teaching Ideas: Spring, Plants, Inferring Big Ideas, (See *M-by-M Reading* p. 186), Pair with *Each Kindness* (Woodson, 2012)

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

Read Like a Writer: Collaborative Conversations

Reading aloud IS teaching writing, even if no writing activity follows the reading.
Vicki Spandel, *Creating Young Writers* (2008)

Turn and Talk Teaching Tips:

Before you begin, model "turn and talk" with another adult or student. Emphasize the importance of having a two-way conversation with one person speaking at a time. Assign students a "turn and talk" partner or small group.

During read aloud, stop several times at natural breaking points and pose the following queries for students to "turn and talk" about:

- **WHAT DO YOU NOTICE?**
- **WHAT ARE YOU WONDERING?**
- **HOW MIGHT YOU CHOOSE TO DO THIS IN YOUR OWN WRITING?**
- Where do you think this author got his/her ideas for this book?
- Listen to this! Let me reread the beginning of this book. Did the lead make you want to read the story?
- Did you hear any words that you want to remember and use in your writing?
- Can you picture this setting/character/event in your mind? How did the author help you do that? What words did he or she use?
- Notice the way the sentences flow. Talk about how the author did that.
- Does this writing have voice?
- Who is telling this story? How do you know that?

Source: Adapted from Routman, Regie. (2003). *Reading Essentials: The Specifics You Need to Teach Reading Well*. Portsmouth, NH: Heinemann.

<p>What to look for in the books you enjoy reading aloud</p> <ul style="list-style-type: none"> • Various Text Structures • Sensory Language • Creative Conventions • Repetition • Word Play • Onomatopoeia • Interjections • Illustration Techniques 	<p>What to say. . . <i>Source: Choice Words by Peter H. Johnston (Stenhouse, 2004)</i></p> <p>"Oh, I love that line!"</p> <p>"Did anyone notice *any interesting words? *any new punctuation? *any new ways of arranging the words on the page?"</p> <p>"Are there any favorite words or phrases, or ones you wish you had written?"</p> <p>"Why would an author do something like that?" "How else could the author have done that?"</p> <p>"Why did the author choose that word?"</p>
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A Few of My Favorite Mentor Texts

Byrne, R. (2014). *This book just ate my dog!* New York: Holt.

When Bella takes her dog for a "stroll across the page," he disappears into the gutter of the book along with her friend, the rescue squad, and Bella herself. Quick-thinking Bella writes a note to the readers telling them to shake the book and get everyone out.

Teaching Ideas: Parts of a Book—Gutter (See morning message in M-by-M Reading p. 40); Reading-Writing Connection

Byrne, R. (2015). *We're in the wrong book.* New York: Holt.

Bella and Ben, the characters from *This Book Just Ate My Dog* (2014), get bumped off the page and end up on a journey through books of different genres including comic books, fairy tales, and more.

Teaching Ideas: Read Like a Writer; Introduction to different writing genres

Dotlich, R. K. (2015). *One day, the end: Short, very short, shorter-than-ever stories*. (F. Koehler, Illus.). Honesdale, PA: Boyds Mills.

"For every story there is a beginning and an end, but what happens in between makes all the difference." So begins this one-of-a-kind book where the middle of each story is told solely with illustrations.

Teaching Idea: *CCSS Standard 7—Use illustrations to understand characters, setting, or plot; Launching Writing Workshop—Little Book Ideas*

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.

Walther, M. P., & Phillips, K. A. (2012). *Month-by-Month Reading Instruction for the Differentiated Classroom*. Scholastic.