

Blurring the Lines: Launching an Integrated Reading and Writing Workshop ILA 2017

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Literacy Workshop

What?

An integrated workshop where students are applying the strategies, skills, habits, and behaviors of literacy learners while engaged in the reciprocal processes of reading and writing.

When?

Literacy Workshop occurs based on the following:

- Students' needs
- Curricular expectations and integrated learning standards
- Optimal opportunities to blend reading and writing processes

Why?

- Illuminates the synergy among book experiences, life experiences, and the written word.
- Focuses on integrated big ideas—big-picture learning.
- Equips students with future-ready habits of mind.
- Streamlines planning.
- Increases time for shared demonstrations and independent learning.

Source: Walther, M. P. & Biggs-Tucker, K. (In Press). *Blurring the Lines: An Integrated Reading and Writing Workshop*. Stenhouse.

Launching Lessons Based on Integrated BIG IDEAS Strategies and Habits of Literate Citizens

Reading	Common Thread	Writing
<p>What kinds of reading do I like to do?</p> <p>What do I know about myself as a reader?</p>	<p>Interests</p> <p>What things, topics, and ideas interest me?</p> <p>How do I learn more about and share my interests with the world?</p>	<p>What do I want to write about?</p> <p>What do I know about myself as a writer?</p>
<p>How do I keep reading even when it's challenging?</p>	<p>Persistence</p> <p>What are the habits and behaviors of persistent people?</p> <p>How do I apply these behaviors in school and in my life?</p>	<p>How do I keep writing even when it's challenging?</p>

Source: Walther, M. P. & Biggs-Tucker, K. (In Press). *Blurring the Lines: An Integrated Reading and Writing Workshop*. Stenhouse.

Literacy Workshop Mentor Texts

Swanson, M. (2017). *Everywhere, wonder*. (R. Behr, Illus.). New York: Imprint.

Through the magic of reading, a boy is transported to breathtaking locations around the world. Then, back in his neighborhood he takes time to wonder about commonplace occurrences in his everyday life. Finally, he uses what he has learned to write a story to share with the world.

Mentor Texts for Interests

Browne, A. (1989). *Things I like*. Decorah, IA: Dragonfly Books.

A simple, uncluttered book that includes many different familiar activities that your students might have experienced. This book can spark a conversation about students' interests and lead to making a class experts chart.

Zagarenski, P. (2015). *The whisper*. New York: Houghton Mifflin Harcourt.

A young girl is given a special book by her teacher and she hurries home to read it. When she finally sits down to read it, she is disappointed to find out that there are no words inside. Later, she discovers that the book is filled with the magical stories of her imagination.

Maclear, K. (2015). *The good little book*. (M. Arbona, Illus.). New York: Tundra Books.

A boy who hates to read finally finds his favorite book. As he carries it around with him, he unexpectedly loses it. When someone else picks it up, he has to decide whether he will reclaim it or let another reader enjoy the "good little book."

Mentor Texts for Persistence

Spires, A. (2014). *The magnificent thing*. Toronto, CN: Kids Can.

A little girl has a "wonderful idea," she and her canine assistant are going to make "the most magnificent thing." Although she knows exactly what it is going to look like and how it is going to work, she is unable to get it just right. After many attempts, she gets frustrated and gives up. Then they take a walk to calm down, and she is able to regroup and create a near-perfect magnificent thing.

Clinton, C. (2017). *She persisted: 13 American women who changed the world*. (A. Boiger, Illus.). New York: Philomel.

A celebration of American women who persevered and succeeded in their own unique ways against all odds. This book serves as a reminder to young women (and men) to find your own voice and stand up for what you believe in no matter what people tell you.

Launching Lessons Based on Integrated BIG IDEAS

Integrated Big Ideas

Reading	Common Thread	Writing
Build background knowledge for reading How do I better understand and author's ideas?	Ideas Where do ideas come from? What do I do with the ideas I have?	Cultivate ideas for writing/products How do I understand how my writing and reading are connected?
Uncover clues about characters. Learn about yourself as a reader.	Character Who am I as a reader, writer, person? What can I learn about my place in the world?	Develop interesting characters. Learn about yourself as a writer.

Source: Walther, M. P. & Biggs-Tucker, K. (In Press). *Blurring the Lines: An Integrated Reading and Writing Workshop*. Stenhouse.

Mentor Texts for Ideas

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

Stead, P. (2016). *Ideas are all around*. New York: Roaring Brook.

While he is writing, an author finds himself at a loss for ideas. Later, when he and his dog go for a walk around his neighborhood, he is surprised at all the ideas that are waiting for him.

Mentor Texts for Character

Parr, T. (2016). *Be who you are*. New York: Little, Brown.

In his brightly-colored signature style, Todd Parr reminds readers to "be the best you can be!"

Britt, P. (2017). *Why am I me?* (S. Qualls & S. Alko, Illus.). New York: Scholastic.

A celebration of diversity and of who we are, not only as individuals, but also as a collective "we" in the world.

Johnston, T. (2016). *A small thing...but big*. (H. Hooper, Illus.). New York: Roaring Brook.

Lizzie and her mom go to the park and meet an elderly man and his dog, Cecile. Unfortunately, Lizzie is afraid of dogs. The kind man helps Lizzie overcome her fears through small steps that eventually become something big.

Cornwall, G. (2017). *Jabari jumps*. Sommerville, MA: Candlewick.

Jabari has finished his swimming lessons, passed his swimming test and is ready to jump off the high dive, or is he? Something always seems to stop him—he has just eaten lunch, he can't decide which dive to do, or he needs to do some stretches. Finally, with an encouragement from his dad, he is ready to "take the plunge."

Professional Resources

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.

Walther, M. (In Press). *The Revved-Up Read Aloud: What to Say As You Turn the Page*. Corwin.

Walther, M. & Biggs-Tucker, K. (In Press). *Blurring the Lines: An Integrated Reading and Writing Workshop*. 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: Engaging Poems with Mini-Lessons That Target & Teach Phonics, Sight Words, Fluency & More—Laying the Foundation for Reading Success*. 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.