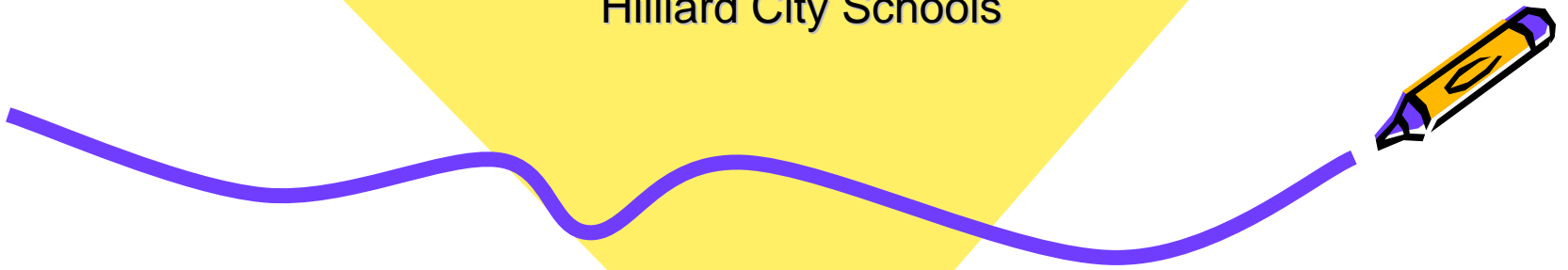




Working Smarter, Not Harder: Connecting the Reader's and Writer's Workshops

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Components of a Balanced Literacy Framework



- Reading

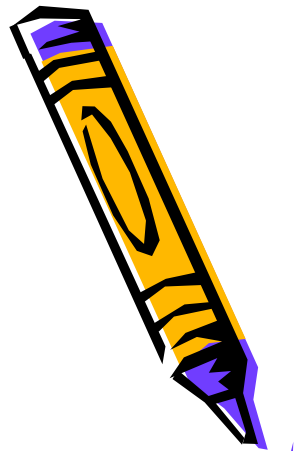
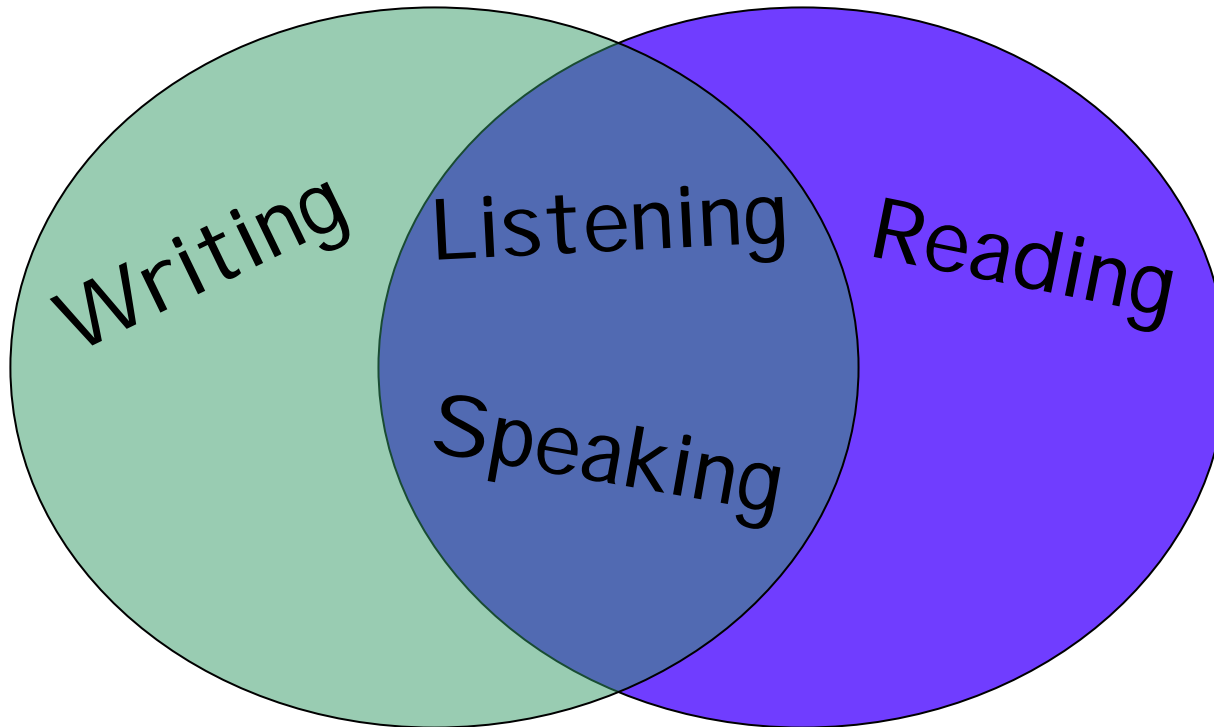
- Read Aloud
- Shared Reading
- Guided Reading
- Conferences
- Independent Reading

- Writing

- Shared Writing
- Interactive Writing
- Guided Writing
- Conferences
- Independent Writing



Components of Literacy Instruction



How Do Conversations Play a Role in Reading and Writing ?



- Listening and speaking both develop by cooperation, conversation and collaboration.
- Our level of **vocabulary** increases when:
 - We hear it!
 - We see it!
 - We use it!

*"We learn to talk from where we spend our listening life—
We learn to write from where we spend our reading life."
-Katie Wood Ray*



How Do Conversations Help?

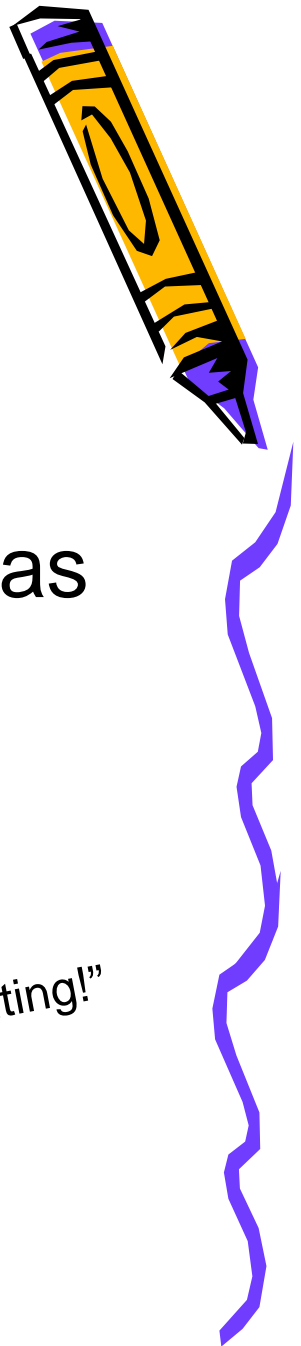
- By introducing strategies as listening strategies first, students have a very concrete way of understanding the concept.
- By allowing students orally communicate their understanding before they can **read** or **write** it.



How Does Reading Influence Our Writing?

- Reading develops vision for writing.
- When we give kids books, it puts ideas in their heads.
- We get vision from other examples.
- We use authors as our mentors!

*“All you need is blank paper and good books to teach writing!”
-Beth Swenson*



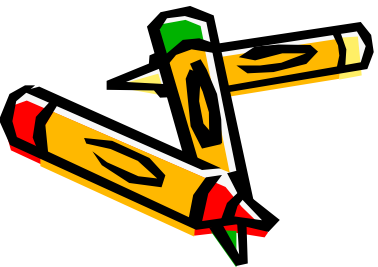
How Does Our Writing Influence Our Reading?

-Writing supports our comprehension.

-Writing freezes our thinking and makes it easier for us to have conversations with others.

-Students can often write at much deeper levels than they can read from other authors.

-Students learn to write for their readers!



Daily Schedule

• Reader's Workshop

- 9:15-9:45 Focus Lesson/Read Aloud
- 9:45-10:15 Independent & Buddy Reading/Conferences/Guided Reading
- 10:15-10:30 Sharing/Reflecting/Connecting

• Writer's Workshop

- 10:30-10:45 Focus Lesson
- 10:45-11:15 Independent & Buddy Writing/Conferences/Small Groups
- 11:15-11:30 Sharing/Reflecting/Connecting

Help students see the connections!



The Framework of a Workshop

- *Focus Lesson
- *Independent Practice/Small Groups/Conferences
- *Mid-Workshop Teaching Points
- *Sharing/Reflecting/Connecting

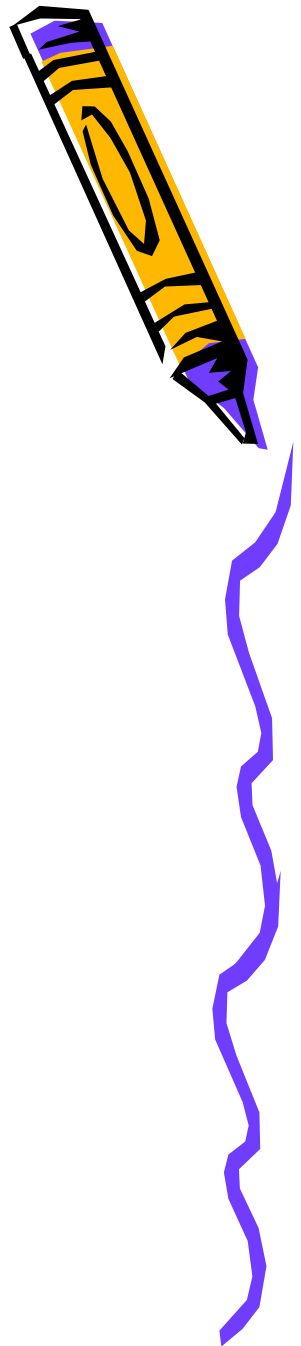
It is all about familiar structure...

Workshops come out of talking and scaffolding.



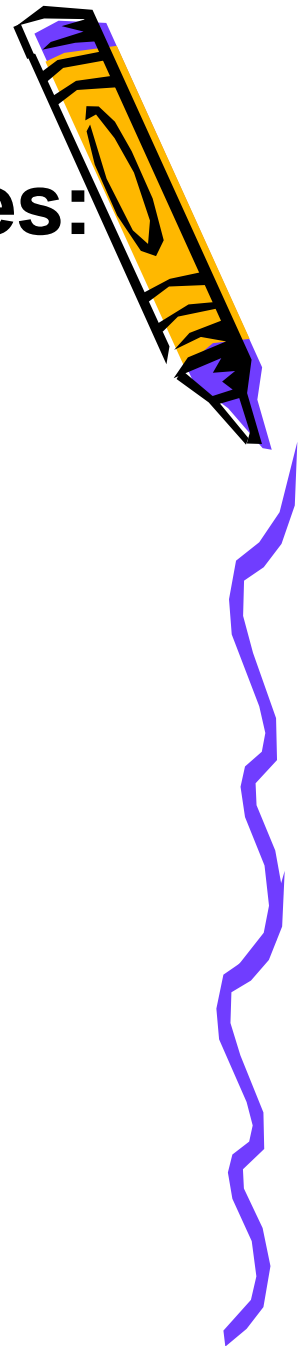
How Do We Individualize Instruction Within the Workshop Framework?

- Small Group Instruction
- Conferences
- Focus Lessons



Connecting Comprehension Strategies: Making Meaning From the Text

- Connecting
- Predicting
- Inferring
- Retelling
- Determining Importance
- Questioning
- Visualizing
- Inferring
- Synthesizing
- Genre



Connecting Print Strategies: Fostering Independence in Literacy

- Using Picture Cues
- Rereading
- Monitoring and Self-Correcting
- Balancing Cues



Connecting Our Focus Lessons:

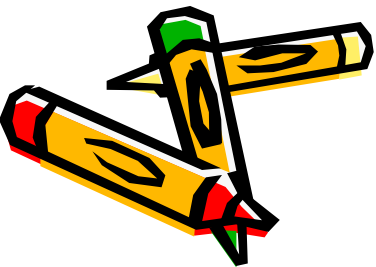
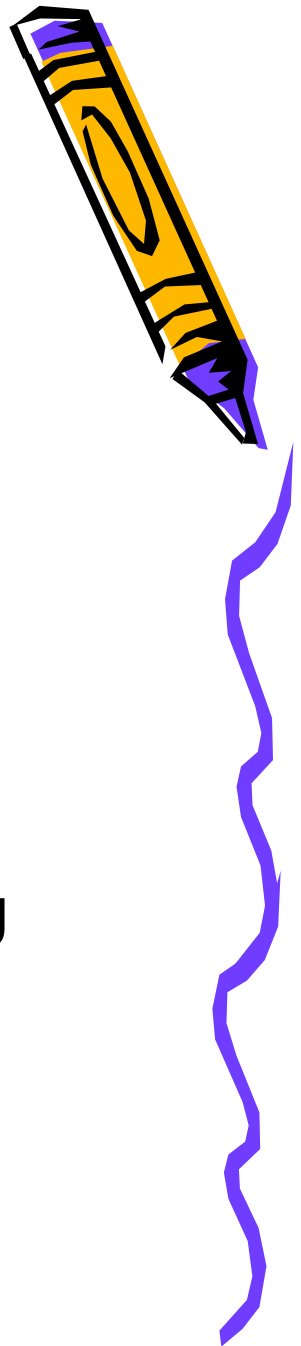
Inferring

– As a reader...

- Is the author saying something to us without really saying it?

– As a writer...

- Can you say something without really saying it?



Connecting Our Focus Lessons:

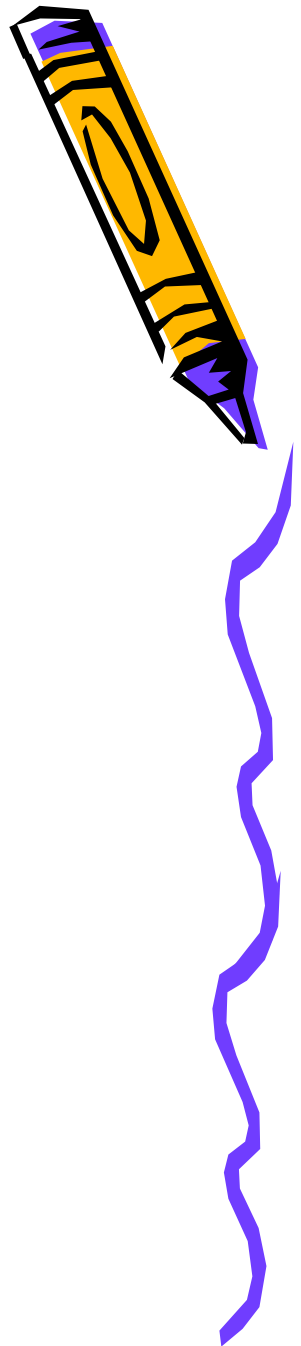
Visualizing

– As a reader...

- What words do authors use to help us picture the story in our minds?

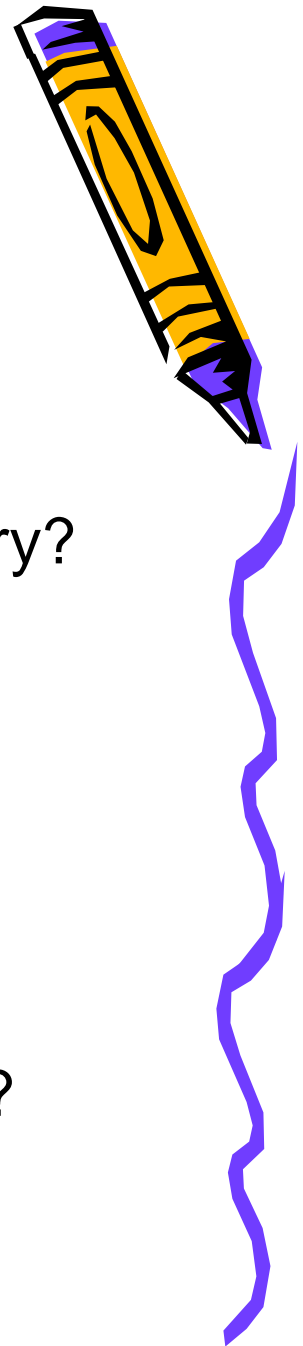
– As a writer...

- What words will help your reader get a mind picture of your story?



Connecting Our Focus Lessons:

Using Picture Cues



– As a reader...

- How do illustrations help us to understand the story?
- What additional information can I gather from the illustrations?

– As a writer...

- Do my illustrations match my words?
- How do my illustrations make my writing stronger?



Why Do We Need To Read Aloud?



“If we knew 10 books as well as we know our best friend, we’d have everything to teach writing for a whole year.”

-Lester Laminack

“Teach kids about language by putting language in the air.”

-Katie Wood Ray



Using Writing to Respond to Reading



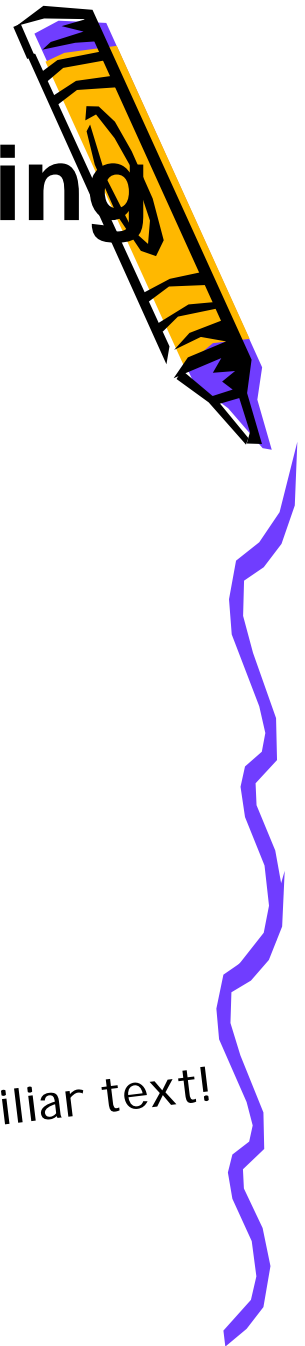
- We use writing as a way to show our understanding of the text.
- We use a reader's notebooks as a place for recording **new learning**.
- We use writing as a tool to spark conversations among readers.



Getting Students Ready for Writing

- Think of an Idea
- Set the Purpose
- Compose the Text Orally
- Construct the Message
- Reread, Revise and Edit Through a Reader's Eyes

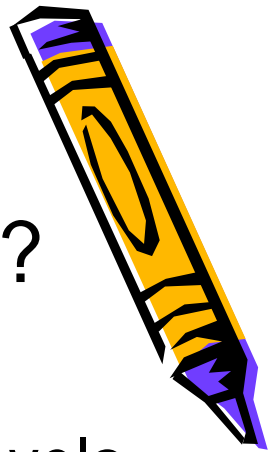
This is the process we do as a reader when we read unfamiliar text!



Focus Lessons

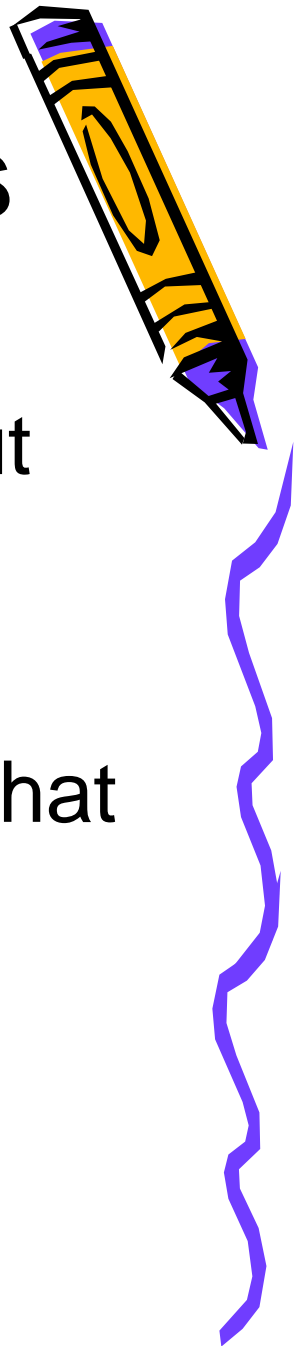
How Do We Introduce a New Genre?

- Gather good examples of text on various reading levels.
- Immerse students in reading and talking about texts.
- Study examples closely until students become articulate in what authors say and do in this genre.
- Encourage students to write something like what they have read.



Using Authors as Mentors

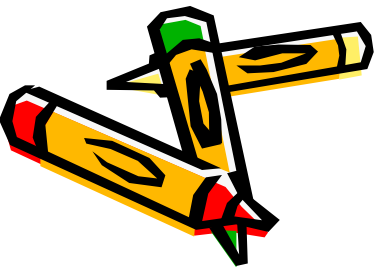
- “I have a story, but how do I go about writing it?”
- Ask students, “What have you read that is like what you are trying to write?”



Reading Aloud to Our Students

We need to be reading for both pleasure and purpose.

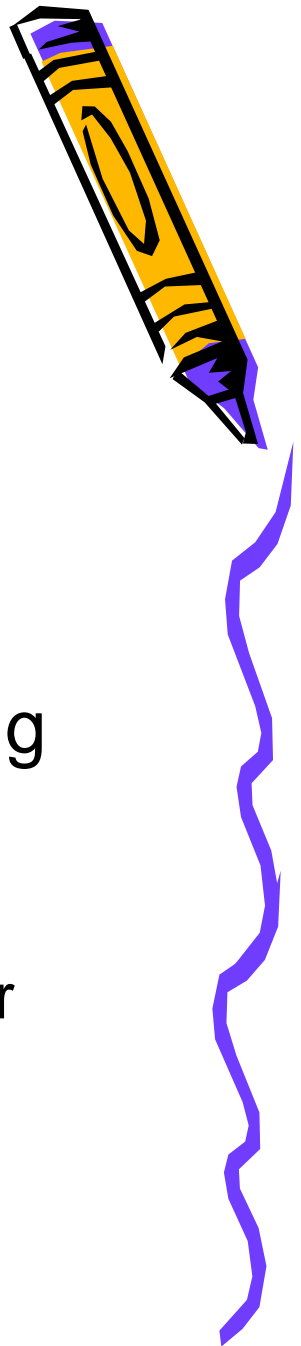
- The first read aloud is to hear the language.
- When we read a book the first time, students are often distracted by the story or features of the text.
- When we read books additional times, we can dig deeper into the text.



Putting It All Together...

- Read Aloud Several Times Each Day
- Use Familiar Texts for Instruction
- Use Authors as Mentors
- Find Meaningful Ways to Connect Reading and Writing
- Plan Ahead...

Introduce a genre or area of study before your students are expected to write about it!



The Connections are Endless!

“It doesn’t matter how much you write in front of kids, it is the passion that drives the writing!”

-Ralph Fletcher

The same is true for reading!



Professional Resources

- Calkins, Lucy. 2003. ***Units of Study for Primary Writing: A Yearlong Curriculum***. Portsmouth, NH: Heinemann.
- Collins, Kathy. 2004. ***Growing Readers: Units of Study in a Primary Classroom***. Portland, ME: Stenhouse Publishers.
- Laminack, Lester. ***Learning Under the Influence of Language and Literature: Making the Most of Read-Alouds Across the Day***. Portsmouth, NH: Heinemann.
- Mere, Cathy. 2005. ***More Than Guided Reading***. Portland, ME: Stenhouse Publishers.
- Miller, Debbie. 2002. ***Reading with Meaning: Teaching Comprehension in the Primary Grades***. Portland, ME: Stenhouse Publishers.
- Routman, Regie. 2000. ***Kids' Poems: Teaching First Graders to Love Writing Poetry***. New York: Scholastic.
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