

January 7, 2009

TO: Board of Education

FROM: Dr. Joni Swanson

RE: Literacy Learning and Staff Development 2008-09

Last year, new staff to the district and their mentors participated in book clubs on the following topics: Guided Reading (for K-2<sup>nd</sup> grade teachers) and Content Area Reading (for 3<sup>rd</sup> -5<sup>th</sup> grade teachers). Diane Harvey and I facilitated these meetings, where teachers were asked to read chapters in two specific books and come with examples or ideas for implementation.

This year, Diane Harvey has organized groups of teacher leaders who have assisted in facilitating two book clubs, again for K-2<sup>nd</sup> and 3<sup>rd</sup> – 5<sup>th</sup> grade teachers. One elementary principal has also participated in these book clubs. Enclosed is a copy of the year's agendas and participation lists in the book clubs. The Primary Book Club – for K-2<sup>nd</sup> grade teachers – focused on the technique and philosophy of “Interactive Writing”. Teachers who teach literacy skills through “Interactive Writing” model for students the emergent literacy skills of tracking left to right on a page, the concept of a word, a sentence, parts of a word, conventions of writing, the idea of a message, etc. Students learn to write letters that will constitute words and teachers give the pen to young children in order for the students to take ownership of their work. Students are much more likely to read their own projects than ones the teacher creates and presents in perfect form. Students take pride in their work and are enthusiastic about learning to write and to read. These two skills are taught simultaneously.

At the board meeting, I hope to share samples of interactive writing created by Kindergarten and 1<sup>st</sup> grade students. Pre-school students in the Ladders' program have also used this technique this year. Two such samples are enclosed in your board packet.

## Interactive Writing: How Language and Literacy Come Together , K-2

By McCarrier, Pinnell, Fountas

2008-09 Book Club for Primary Teachers

Members will explore and implement text principles to see how writing and reading become more powerful for students as they share the pen with the teacher. Transferring this ownership to the children as they negotiate, compose, and construct text together makes writing and reading more meaningful for all learners. All areas of curriculum can be integrated and reinforced.

Members will share classroom experiences and samples throughout the study.

**Facilitators:** Laura Chaney, Jennifer Snodgrass, Sara Stroud, and Diane Harvey

**Members:** Denise Teague, Chrissy O'Malley, Kim Rivera, Dee Menendez, Donna Piekos, Sheila Gustafson, Amy Rittenhouse, Barb DuBurg, Jodi D'Hondt, Cathy Strafford, Penny Ford, Karen Miller, Claris Anderson, Janelle Kaiser, Stephanie Rickman, Cindi Miller, Sue Berry, Marti Loucks, Christy Sancken, Anne Sammons, Janet Hintz, Nancy Wiese

**Time:** 3:30-4:30

**Locations:** TBA - Southwest and Millikin

**Meeting Day:** Wednesday

**CPDUs:** Maximum 6

**Dates and Readings:**

**September 17, 2008 - Section 1: Learning to Write in a Quality Literacy Program**

Chapter 1: What Is Interactive Writing?

Chapter 2: Language and Literacy Learning: The Role of Interactive Writing

Chapter 3: Organizing Space and Materials to Support Interactive Writing

Chapter 4: Getting Started with Interactive Writing

**October 22, 2008 - Section 2: Sharing the Pen with Young Writers**

Chapter 5: Essential Elements of Interactive Writing

Chapter 6: Learning About the Writing Process: Composing a Text

Chapter 7: Constructing a Text: Learning About Letters and How Print Works

Chapter 8: Constructing a Text: Learning How Words Work

**November 19, 2008 - Section 3: Young Writers Engage in Literacy**

Chapter 9: Exploring and Extending the Meaning of Literature

Chapter 10: Learning About Expository Text Through Interactive Writing

Chapter 11: Using Expository Writing as a Tool for Inquiry

**January 28, 2009 - Section 4: Young Writers Engage in the Literacy Journey**

Chapter 12: Knowing Your Learners: The Foundation for Effective Teaching

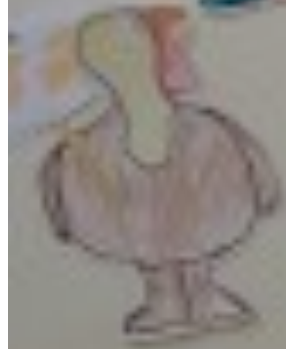
Chapter 13: Making Decisions for Effective Teaching

Chapter 14: Adjusting Interactive Writing as Writers Change Over Time

**February 18, 2009 - Section 5: The Foundations of Effective Writing Practice**

Chapter 15: Why Interactive Writing Helps Children Learn Literacy

Final Thoughts: Language and Literacy: How It All Comes Together



Turkey says "Eat more ..."

- Spaghettios
- Macaroni and Cheese
- Brownies
- Chocolate
- APPLES
- HAMBURGERS
- sauage
- PASTA
- Pie
- Grapes
- PUMPKINS
- Waffles
- Shrimp
- PIZZA
- CHIPS
- CAKE
- Cupcake



# Class Expectations

Listen to the speaker.

Be nice

Respect

Guiding Readers and Writers, Grades 3-6: Teaching Comprehension, Genre,  
and Content Literacy

By Fountas and Pinnell

2008-09 Book Club for Intermediate Teachers

This book describes a comprehensive language and literacy framework designed to support young readers and writers. Members will share classroom experiences and samples throughout the study.

**Facilitators:** Sarah Boone, Jennifer Burman, Jennifer Spiegel, Taunya McGee and Diane Harvey

**Members:** Kim Farber, Lori Johnson, Barb Nelson, Lynn Myers, Suzi Sndoval, Michelle Craig, Traci Schulz, Cathy Falkner, Nancy Wiese

**Time:** 3:30-4:30

**Locations:** TBA - Millikin, Northside, Southwest

**Meeting Day:** Wednesday

**CPDUs:** Maximum 8

**September 17, 2008 - Section Two: Independent Reading**

Chapter 7: Encouraging Independent Reading

Chapter 8: Planning Effective Mini-lessons And Conferences

Chapter 9: Getting Started: The First Twenty Days of Independent Reading

Chapter 10: Writing to Explore Meaning: Response Journals

**October 22, 2008 - Section Three: Guided Reading**

Chapter 11: Understanding Guided Reading

Chapter 12: Planning for Guided Reading

Chapter 13: Dynamic Grouping for Effective Teaching in Guided Reading

Chapter 14: Selecting, Introducing and Using Leveled Texts

**November 19, 2008 - Section Five: Comprehension and Word Analysis**

Chapter 18: Understanding the Reading Process

Chapter 19: Teaching for Comprehending Written Text: Across the Literacy Framework

Chapter 20: Teaching for Sustaining Strategies in Guided Reading

Chapter 21: Teaching for Connecting and Expanding Strategies in Guided Reading

Chapter 22: Teaching for Word-Solving: Phonics, Spelling, and Vocabulary

**January 28, 2009 - Section Six: The Reading and Writing Connection**

Chapter 23: Teaching Genre and Content Literacy: Exploring Fiction and Nonfiction Texts

Chapter 24: Creating the Poetry Workshop: Reading, Writing, and the Arts

Chapter 25: Exploring the Writer's Terrain: Writer Talks, Writer's Notebooks, and Investigations

Chapter 26: Supporting Readers and Writers: Tools That Make a Difference in Comprehending and Constructing Texts

Chapter 27: Understanding the "Testing Genre": Preparing Students for High-Quality Performance

Chapter 28: Making Teaching Decisions Using Continuous Assessment

Guiding Readers and Writers, Grades 3-6: Teaching Comprehension, Genre,  
and Content Literacy

By Fountas and Pinnell

2008-09 Book Club for Intermediate Teachers

**February 18, 2009 - Section Four: Literature Study**

Chapter 15: Discovering Literature Study: The Essential Elements

Chapter 16: Putting Literature Study in Action

Chapter 17: Responding to Literature: Multiple Paths to Deeper Meaning

**March 18, 2009 - Section One: Breakthrough to Literacy: Powerful Teaching for All Students**

Chapter 1: Becoming Lifelong Readers and Writers: The Goals of the Intermediate Literacy Program

Chapter 2: Achieving Literacy with a Three-Block Framework: Language & Word Study, Reading, and Writing

Chapter 3: Investigating and Using Language: The Language and Word Study Design

Chapter 4: Becoming Joyful Readers: The Reading Workshop

Chapter 5: Developing Accomplished Writers: The Writing Workshop

Chapter 6: Making It Work: Organizing and Managing Time, Space, and Resources