NIU Literacy Conference

Pam Allyn- 6/13/14

**READING IS LIKE BREATHING IN AND WRITING IS LIKE BREATHING OUT.**

Your brain needs to be able write things out by hand, not just writing out on computer.

**When you authentically write something, it is like solving a mystery.**

**The problem that students have with writing is that they think that you write to give an answer, not to search for, think, and/or solve something.**

Ask students to make two columns – one not good experience with writing and one with good experiences with writing. Have them write about their writing experiences. Tell students that their writing this year is going to be real, powerful, and meaningful.

When writing has a purpose or is an authentic experience, it is more meaningful and more enjoyable.

You live life twice…once when you experience it and a second time when you write it. –Robert Frost

Choice of what students get to write about is extremely important.

Common Core does not state what topics students should be writing about.

Who are Core Ready learners? Engaged learners, motivated learners, empowered learners, independent learners – What is it going to take to create a classroom learning environment around these learner themes?

**Book by Pam Allyn – “Be Core Ready” (2013)**

**8 Action Steps to a Core Ready Classroom**

1. Tackle both literary and informational texts both as readers AND writers; cross-curricular; more of a balance in not only what students are reading, but also what they are writing. The science teacher is no longer just a teacher of knowledge, but must also be a teacher of reading and writing of science.
2. Use Literacy Expertise in the Content Areas (social studies, science, etc…) Students have to be good readers and writers to do well in these content areas. (write up a science lab, respond to primary sources, how- to process writing, etc…
3. Ascend the Staircase of Complexity – you can always grow as a reader and writer in both how to improve your structure and craft of writing
4. Read Text Closely – use mentor texts to understand how an author wrote a particular piece of writing
5. Value Primary and Secondary Sources as both readers and writers, writers need to use real maps and sources in their writing
6. Make Use of the Power of Academic Vocabulary
7. Know and Use Technology-Based Genres of Text – includes blogs, tweets, Facebook posts in addition to the fiction, non-fiction, and poetry genres
8. Express Ideas as Speakers and Listeners

A legacy is never built in isolation. We need other people and be able to ask for help in the areas we are weak.

**10 Action Steps to Take to Help Students to Become Independent Readers and Writers/Fearless Readers**

1. Cherish independent reading and writing time; we must find time for students to practice every day in the classroom and give them ways to do it so they fall of love with reading and writing. We need to have an abundance of texts. Our students reading lives in the classroom must be filled with books and things that THEY love to read and are in their interest levels, genre interests, students are able to collaborate and work side by side with each other with reading and writing, students should be able to choose books below, at, and above their level, etc…
2. Harness the Power of the Read Aloud

World Read Aloud Day first Wednesday in March – google it! Created by Pam Allyn “LitWorld.org” you can have an author sign up and skype to you on that day and do a read aloud to your students.

1. Close Reading of texts: 3 quick tips

\*Model Close Reads during whole-class instruction, small group lessons, and conferences with individual students.

\*Each student should have visible access to the text.

\*Prepare text ahead of time to know what you will specifically read closely for..with what “lens” will you use to read a particular text, students need to be able to have open-ended questions about what they are reading, good questions are those that students or we do not already have the answers for…

 4. Value Narrative Writing

 \*the photograph you have

 \*the photograph you wish you had taken

 \*the photograph you have but don’t know where it is

I wrote about the pictures that I wish my mother would have taken…more of us together when I was young because she passed away when I was fifteen of breast cancer.

Narrative helps our students understand the world and make sense of it through fictional characters, archetypes (Harry Potter), and framing of the human experience. Use the personal as the lever, but take it beyond yourself and connecting it to the world and the human experience.

**Narrative Writing Sub-genres**

Picture books

Fairy tales

Folk tales

Personal narratives

Character study

Fantasy

Novel

Memoir

Blog

1. Value Informational Writing

Information is more accessible and ubiquitous than ever before. Students must know how to arrange topics, facts, and details, all while making connections and conclusions.

Informational Writing Sub-genres

Blog

News article

Biography

Picture book

Informational how to booklet

Captions for photos

Research project

**4 Prompts to Use Every Day for Getting Kids to Write for Different Writing Types:**

**\*I wonder**

**\*I remember**

**\*I observe**

**\*I imagine**

6. Value Opinion/Argument Writing

Students should see writing an opinion as an invaluable way to express to the world what they find truly important, what matters to them, and what they can **verify**.

**Opinion/Argument Sub-Genres**

Persuasive essay

Literary response

Editorial

Debate

Book review

Blog

Social network status

Letter

Ex. Write a letter to your principal about a plant to install video cameras in the classroom for safety reasons. (on-demand writing sample prompt)

1. Ascend the Staircase of Complexity

Ask students periodically what they do when they encounter a difficult or hard part of a text and make a list and let students discuss with each other their strategies they use to navigate it.

1. Highlight listening and speaking in the classroom

Three Touchstone Stories – prepare these ahead of time so you have them to share or tell your students to give examples of what you want them to do.

1. Treasure Technology-Based Genres of Text to Enrich the Reading and Writing Experience
2. Make Families Partners in the Core Ready Classroom

Pam Allyn’s Project in New York: Story 21 (wrote a grant) met with parents 2x per week and taught parents how to read, create, and share stories on a tablet

**FIVE BIG IDEAS FOR WRITERS –**

 **3 WRITING TYPES PLUS 1**

Narrative, Persuasive/Argumentative, Informational + Writing about Reading

1. Emphasize that writing “short” matters as much as writing “long.”
2. Have students write across the content areas. It really matters that we write across all the content areas.
3. Motivate students to write for authentic audiences and for collaborative feedback.
4. Portray writing as fluid, going between and across many portals and genres.
5. Writers learn to write when teachers explicitly teach writing instruction every year and every single day. There should be writing time every day where students are writing about topics that matter to them. Writing needs to have a separate time set aside in the daily schedule.

The anchor standards build from year-to-year.

Text complexity matters: (for both reading and writing)

* Qualitative
* Quantitative
* Reader and Task (what is your purpose for reading this text or writing this piece)

**Reading+ Writing+ Speaking+ Listening + Viewing = Literacy**

We need to help students craft longer, stronger conversations and you can **use these scaffold thinking** **stems** to help initiate these conversations: (post these up in your classroom)

**Describe**: I noticed that… ; I see that…; I hear you saying

**Clarify**: What did you mean? Can you explain? I feel confused about…; I don’t understand…

**Question**: I am wondering… Why did the author, poet, creator, photographer,… ? Why is? Why does?

**Evaluate:** I like how…I do not like how… My favorite thing is…I really enjoyed… The most important thing is…

**React**: I agree/disagree because… this makes me feel… because…; I think\_\_ because… ;That’s amazing/cool/funny… ;This reminds me of….

**Draw Conclusions**: This gives me a clue that… I think that the message is… This teachers a lesson about…

**Speculate**: I think that maybe… I am guessing that…

**Expand**: What do you think? Tell me more about that. Let me add to what \_\_\_\_\_ just said… That’s true…plus…, I also (noticed, thought, wondered,)

**Family Engagement in the School…**

What does that look like to us as a staff? What does that mean to us as a staff?

**3 AREAS OF POWERFUL LITERACY ENGAGEMENT FOR HOME AND SCHOOL**

* **Become a core ready community**
* **Personalize Reading and Writing Experiences at Home and at School**
* **Build Content Knowledge Through Literacy**

Strategies for Engagement:

* Create a systemic and approachable mode of communication to parents around the Common Core. How can we do it so it is meaningful to parents? The PHONE is the key to family engagement. Maybe Kendra and I should start sending things to parents phones, facebook, or What’s APP, or twitter instead of our websites!!!! Also, you should have GOOGLE Hangout and teach the parents one evening at school on how to use it. Principal had night where he taught parents how to get parents on twitter to keep up with what is going on in school
* Educate the community about the Common Core.
* Create meaningful homework that connects to the Common Core
* Encourage parents to use the R.E.A.D. model at home with their children.

**R**itual (time set aside every day, bed time, etc…)

**E**nvironment (comfortable place to read, quiet, lots of accessible books)

**A**ccess (Uphill books, Level books, Downhill books) Storia App from Scholastic

**D**ialogue (ask open-ended questions) non-judging, loving dialogue

* Have students actively curate their own reading lives.
* Make reading and writing more portable
* Value browsing and rereading.
* Celebrate reading and writing “minutes”
* Ensure that students are reading in multiple genres at home and in school.
* Help parents understand the text types
* Use all resources to support reading and writing development.
* Make celebrations meaningful
* Have LitFest nights where parents and children can read and write together with support of teachers and administrators.

**Boys and Reading: Making it Work book by Pam Allyn**

\*Students design Book Trailers using “ I movie” or Edmodo

New research shows that we read more to our daughters than to our boys.

Boys want to read books about boys written by a male.

**Principles to Inspire Boys to Read**

1. Use the R.E.A.D. model to seamlessly incorporate reading into any boy’s life.
2. Ask…and really Listen
* Can you say more about…
* I’m wondering about what you said…
1. Create accountability for independence: How do we know what they know?

Types of Browsing Books that Boys Enjoy:

* National Geographic Kids
* Usborne Books
* Oh Yikes by Joy Masoff
* National Geographic Kids 5,0000 Awesome Facts
* DCnationcomics. Com
* News-o-matic kids website
* Wonderopolis website (students can write in response to prompts on this site)
* Make-believe comics
* Voice Thread (students create and post their own writing)
1. Build stamina through low and high tech channels. Look at male author websites.
2. Four Stages of Close Reading:

Look

Listen

Read

Reflect

Titles and Genres Boys Really Love:

Journey

39 Clues

Fog Island

If you Want to See a Whale

Neil Gammen books

Knock Knock by Daniel Beaty

Better Nate books

On a Beam of Light A story of Albert Einstein

The Boy who Love math

I Even Funnier A Middle School Story by James Patterson

Creepy Carrots by Aaron Reynolds

Contact Info:

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allyncoreready at Pearson website

What to Read When? By Pam Allyn – good for parents

A Child’s Writing Life by Pam Allyn – good for parents