

Building Balanced Literacy Instruction (BLI) March 2009

Tuesday, March 10	Thursday, March 12	Tuesday, March 17	Thursday, March 26	Tuesday, March 31	Thursday, April 2
<p>3:00 Introduction Hopes and fears</p> <p>3:10 Course calendar Strands</p> <ul style="list-style-type: none"> • Writing • Reading • Inquiry • Reflection <p>3:20 Writing Strand Daily writing</p> <p>3:50 Reading Strand Excerpt from Elbow's <i>Community of Writers</i> Freewrite response, discuss</p> <p>4:30 Reading Strand Perry's "Taking Time" REPLY, SUMMARY and SAYBACK</p> <p>5:15 Reflection Strand Daily debrief (!, ?) What did we do today? What did we read about/learn from each other? What questions do we have?</p> <p>Please bring in two or three pieces of student work from this year that interest you for Thursday.</p>	<p>3:00 Writing Strand Daily writing</p> <p>3:30 Inquiry Strand Looking at student work: Protocol and practice</p> <p>3:45 Inquiry Strand Examining student work and writing practices</p> <p>4:15 Reading Strand Hornof's "Reading tests as a Genre Study" Dialectical notebooks, discuss</p> <p>5:15 Reflection Strand Daily debrief (!, ?) What did we do today? What did we read about/learn from each other? What questions do we have?</p> <p>Please continue to draft one of the pieces you started for our anthology.</p>	<p>3:00 Writing Strand Daily writing</p> <p>3:45 Inquiry Strand Tom Meyer's workshop</p> <p>5:15 Reflection Strand Daily debrief (!, ?) What did we do today? What did we read about/learn from each other? What questions do we have?</p> <p>Please continue to draft one of the pieces you started for our anthology. We will workshop your piece on Thursday.</p>	<p>3:00 Writing Strand Daily writing</p> <p>3:30 Writing Strand Protocol and practice of a writer's workshop</p> <p>3:45 Writing Strand Writer's workshop</p> <p>4:15 Reading Strand Split group reading and report out: Markovich's "On Demand Writing: Practical Ideas and a Little Magic" and Fearn's "Write On-Demand: The Influence of Time"</p> <p>5:15 Reflection Strand Daily debrief (!, ?) What did we do today? What did we read about/learn from each other? What questions do we have?</p> <p>Please bring in two or three pieces of student work from this year that interest you for Thursday. Also, if there is a professional text that you want to share with your colleagues, please bring it in.</p>	<p>3:00 Writing Strand Daily writing</p> <p>3:30 Inquiry Strand Looking at student work</p> <p>4:00 Writing Strand Writer's workshop</p> <p>4:30 Reading Strand Book walk Browse, note, discuss</p> <p>5:15 Reflection Strand Daily debrief (!, ?) What did we do today? What did we read about/learn from each other? What questions do we have?</p> <p>Please email your anthology piece to me by tomorrow night. Also, please bring in an artifact from your writing life for Thursday's daily writing.</p>	<p>3:00 Writing Strand Daily writing</p> <p>4:00-4:30 Writing Strand Publishing: anthology reading</p> <p>5:00 Reflection Strand Approaches to successful and balanced literacy</p> <ul style="list-style-type: none"> • Additions? • Comments? • Questions? • Suggestions? <p>5:15 Assessment</p> <p>Thank you for welcoming me into your teaching and learning community. I would love to keep a dialogue open with you about literacy practices, and I also invite you to attend the HVWP Saturday Seminar on April 18th in New Paltz, NY. The topic is "Celebrating Poetry." You can register for it on mylearningplan.com and find out more information about it and other HVWP offerings at http://www.newpaltz.edu/hvwp</p>

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We will create an anthology of our pieces (professional or otherwise). By Wednesday night (March 31), please email your piece to me at two locations: katelingrande@yahoo.com, and kgrande@rhinebeckcsd.org

RECORD OF LITERACY LANGUAGE/EXPERIENCES BUILT DURING BLI

Questions we asked:

How can upper elementary and other levels work together?

It must be difficult to teach with basals. How can we integrate authentic writing and reading with the use of basal texts?

How do we deal with time (balancing writing/reading purposes and testing)?

How do we deal with curriculum constraints?

Are mini-lessons always doable? When are they most effective?

What texts can we turn to as mentor texts?

What we noticed/practiced:

Writing together
Test writing as a genre of writing
Discussion/workshop protocols
 Asking for specific
feedback/giving context
 Listening
 Silent scribing
Analyzing writing
Laughing/humor
Food/comfort
Pair and share
Full group share
Share with no response
Different models of response
Silent reading
Dialectical notebooks
Concentric circle prompts
Authentic audiences
Student choice in writing topics
Models/mentor texts (for us, for
students, as teachers, as authors)

Think alouds (for reading and writing)
Talking to build language/ideas for
writing
Publishing work
Outreach/community literacy
Jump-in reading
Teacher writes
Teacher shares
Writing
Using visual prompts and drawing to
write
Minilesson to target writing
instruction
Process-teaching is an exercise of
adaptation
Multiples forms of writing
 Freewrite
 Writing from a prompt
 Writing from a text
Collaboration
Community building/comfort building
Discussion
Real time writing
Prewriting

Study/examine use form/text
structures
Open-ended prompts
Develop language around craft
Daily student note takers
(collaborative notebook)
Using analogy to explain
Visualization
Prewriting/time to think/write to think
Read aloud (and repeat!)
Voice
Grammar and conventions-in student
writing context
Unpack terminology (Amy's apron
language)
Imaging an audience
Read as a writer
List
Question
Pinball share (meet, talk, and move
style from Eric's work)
Book talk
Workshop
Responding to peer's writing