What you will walk away with today:

- *Think time*- What do you want to learn about the reciprocal processes of reading and writing?
- *Write time*- Write it down!
- *Share time*- Share with those around you.
What we hear, what we see

What do we say and/or feel when it comes to students in the area of reading and the area of writing?

- Reading
- Writing

What do we notice about these students and what they are/aren't doing?

- Reading
- Writing
What we hear, what we see

- “I taught it and then I re-taught it.”
- “They clearly aren’t listening!”
- “He/she could do it but then he/she stopped.”
A Shift In Thinking:

What learning did the student walk away with at the end of my lesson?

How could this question change the way we talk, feel, and reflect on the education of students?

*Instead of it being about what the teacher taught, let’s shift our thinking to be about what the student learned.*
A Marriage Between Reading and Writing

- Reciprocity
- Reciprocal Relationship
- “Mutually Supportive Processes” (Laminack, 2015)
Literacy Breakdown: A Closer Look

**Reading** - the action or skill of reading written or printed matter

**Writing** - the activity or skill of marking coherent words on paper and composing text

How does a teacher choose which comes first?
Scope and Sequence

- State standards set the stage
- Districts develop curriculum maps and resources
- Teachers teach it
- What next? Is there a better way to reach students especially struggling students?
Reciprocity, Reciprocity, Reciprocity!

- The chicken and the egg
- Without one, the other cannot exist
- Connected and dependent on each other
- Authentic and Strategic
- Author and Audience
Baking: My reciprocal example
### Table 1: Common Ground Between Reading and Writing

<table>
<thead>
<tr>
<th>Strategic processing</th>
<th>Writer</th>
<th>Reader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Searching for meaning</td>
<td>Generates ideas with an audience in mind</td>
<td>Uses print to construct meaning</td>
</tr>
<tr>
<td>Monitoring for meaning</td>
<td>Checks that the message makes sense</td>
<td>Checks that the message makes sense</td>
</tr>
<tr>
<td>Searching for structure</td>
<td>Anticipates the order of words based on how book language and oral language sound</td>
<td>Groups words together in phrases to represent the intended message</td>
</tr>
<tr>
<td>Monitoring for structure</td>
<td>Checks the order of words supporting the intended message</td>
<td>Rereads (out loud or holding the message in the mind) to check that the word order communicates the intended message</td>
</tr>
<tr>
<td>Searching for graphophonic information</td>
<td>Uses knowledge of how letters, words, and print work to record the message</td>
<td>Seeks out graphophonic input from print in relation to meaning and structure</td>
</tr>
<tr>
<td>Monitoring for graphophonic information</td>
<td>Checks and detects any discrepancies between anticipated message and graphophonic input</td>
<td>Checks and detects that the print represents the message</td>
</tr>
<tr>
<td>Self-correcting</td>
<td>Detects and corrects</td>
<td>Detects and corrects</td>
</tr>
</tbody>
</table>
Being Purposeful

In Math, how do we teach students to view the four operations, measurement, or geometry?

Discuss

In Reading and Writing, how can we teach students to view craft, conventions, strategic processes, genres, etc?
Purposeful in the Eyes of Students

● Do students need to know about this connection or just teachers? Why?
  ○ Discuss

● Think about the last lesson you taught, or observed, in reading and/or writing.
  ○ Turn and talk about how you linked reading and writing or how you could have linked the two.
  ○ What could you have done differently?
Connections for Emergent to Transitional

- Letters ➔ Sounds
- Print moves left to right ➔ Spacing
- Reflect on other relationships for an emergent or early reader/writer.
  - Write on a postit
  - Discuss with those around you
  - Share

- Dialogue requires inflection ➔ Quotations
- Visualization ➔ Craft
- Reflect on other relationships for a transitional reader/writer.
  - Write on a postit
  - Discuss with those around you
  - Share

Using what is known in different ways and in different contexts!
Effective Teachers Make Meaningful Connections in Reading & Writing
<table>
<thead>
<tr>
<th>Strategic process</th>
<th>Teaching reading</th>
<th>Teaching writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Searching for meaning</td>
<td>(Based on genre, title, cover illustration, etc.), what is this story about? Think about the story. What would make sense?</td>
<td>Encourage genuine conversations. What do you want to say? What will the reader need to know?</td>
</tr>
<tr>
<td>Monitoring for meaning</td>
<td>Did that make sense?</td>
<td>Reread and check. Is that what you wanted to say?</td>
</tr>
<tr>
<td>Searching for structure</td>
<td>Reread and try something that would sound right.</td>
<td>You said.... What can you write about that?</td>
</tr>
<tr>
<td>Monitoring for structure</td>
<td>You said.... Can we say it that way?</td>
<td>Reread and check. Is that the way you want it to sound?</td>
</tr>
<tr>
<td>Searching for graphophonic information</td>
<td>What do you know about that word? Think about writing. What would the letters (or word) say if you were writing?</td>
<td>Say the word slowly and think about what would look or sound right.</td>
</tr>
<tr>
<td>Monitoring for graphophonic information</td>
<td>Try that again and make sure it looks right.</td>
<td>Run your finger underneath the word. Say it slowly. Does it look right?</td>
</tr>
<tr>
<td>Self-correction</td>
<td>You thought about the story and went back to make it look right. I like the way you are thinking.</td>
<td>You went back and decided the word wasn’t quite right, and then fixed it. You were really thinking about your message.</td>
</tr>
</tbody>
</table>
What that looks like in a classroom
As the reader begins to gain confidence and independence, we pose the notion that the writer had to do something to set that up on the page in some way. So we return to that text to explore the same segment with the lens of a writer (Laminack, 2015).
How can we build on the known to activate the new?

- Author-Reader knowledge
- Build on student’s experiences and knowledge
- Sensory Descriptions
- Character Motivations and Traits
  - *A book’s characters are at the center of multiple relationships; this suggests that deep comprehension is dependent on the reader’s ability to infer and analyze characters (Dorn & Soffos, 2005).*
- Sensory Descriptions
- Genre Studies
- Structures
- Author’s Purpose
Genre Study & Language Workshop

- Provides authentic, rich experiences with multiple texts as a reader
- Develop student’s vocabulary and content knowledge
- Scaffolds & resources (such as a text map) are used to organize what was read but then utilized to organize what the student plans to write
- Students also have opportunities to explore more texts in reader’s workshop or writer’s workshop where they can respond to the text.
Genre Study & Language Workshop Continued

- Discussions are able to center around the experience of the reader and then explain how writers use that same skill, strategy, craft, etc.
- Allows student to re-read and transform their view to that of a writer
- Students take their learning about how to read this particular text and transfer that knowledge in order to write their own piece.
- Writing is scaffolded by the teacher through conferences, anchor charts, and student notes from the in-depth study
**Personal Narratives**

- Focus on a small moment of your life. **Write about a seed moment - NOT the whole watermelon.**
- Write it the way you'd tell someone.
- Start with a catchy lead to **hook your reader.**
- The narrator must be in the story. I, me, we, us
- Use **juicy adjectives** to describe the setting, characters, and feelings. (and other details)
- Use transition words like:
  - After then
  - Next
  - First
  - Before
  - Finally
  - Secondly
  - Last

---

**Pers. Narrative Text Map:**

<table>
<thead>
<tr>
<th>Event: going to school</th>
<th>Event: alien lacks me in</th>
<th>Event: problem - solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details: Mrs. Brekken, MIA, students sound smoked (student)</td>
<td>Details: try to leave, students don't help, I'm alone, can hear us</td>
<td>Details: make friends w/ alien plan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event: plan in nation</th>
<th>Event: solve a digital</th>
<th>Event:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details: work hard, alien fights back, class wins</td>
<td>Details: thinking puzzle as a team, Mrs. Brekken comes back</td>
<td></td>
</tr>
</tbody>
</table>

**Conclusion:** Allison learns teamwork

---

**Writing**
On my gosh! It's been like a year since I saw you last! I learned with you in middle school last year and I had been friends for years before we moved to Arabia. Didn't even know she was back in town.

"I'm sorry but I had to go, okay?" I added, "Let's meet up tomorrow.

Where should we meet?" she asked.

Days went by, and she finally showed up at school. She walked in and talked and the kids laughed. I was the one who knew her from before and she was the popular girl at school. I knew she would be there and she was a total of upperclassmen and top athletes. I met her back at her house.
Choice in Reading and Writing

- Motivation is a key element for learning.
- “Teachers must also provide children with opportunities to learn how to self-select books; One of the biggest barriers to comprehension is a reader’s inability to select a book” (Dorn & Soffos, 2005).
- “In [independent writing], they choose their own topics and apply their knowledge of the writing process to their work” (Dorn & Soffos, 2001).
Reading & Writing Conferences

What children do and say while reading and writing can provide evidence of their mental activity or higher order cognitive processing (Vygotsky, 1978; Anderson & Briggs, 2011).
Video Examples
Explicit Language
Can we say too much without saying anything at all?

Teacher clarity about learning expectations, including the ways in which students can demonstrate their understanding, is powerful.

Every lesson, irrespective of whether it focuses on surface, deep, or transfer, needs to have clearly articulated learning intention and success criteria.

- What am I learning?
- Why am I learning this?
- How will I know that I learned it?

**Character Motivations**

**Definition:** The reason why a character acts a certain way or does something.

<table>
<thead>
<tr>
<th>Character</th>
<th>What they did...</th>
<th>Why they did...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Little Boy (narrator)</strong></td>
<td>took gross things for the enemy</td>
<td>to make the pie gross to scare away his enemy</td>
</tr>
<tr>
<td><strong>Jeremy Ross</strong></td>
<td>rode bikes</td>
<td>The boy was doing as his dad said to trick Jeremy into thinking he was friendly before giving him the pie.</td>
</tr>
<tr>
<td><strong>Little boy</strong></td>
<td>told Jeremy to hold on</td>
<td>He wanted to take down his enemy list before Jeremy saw it because he was actually having fun with Jeremy.</td>
</tr>
</tbody>
</table>

---

**Character List:**

- Matthew
- Ryan
- Kylar
- Mattea
- Tyler

**Meeting Schedule:**

- Monday, Wednesday, Friday
- 2-4 PM

**Notes:**

- Peter
- Peter's new pet
- Mr. Kat Group
- Group 3

**Task:** Prepare Chapter Motivations

**Read Chapter 1.25**

---

I'm thinking that Lucy thinks it is just an ordinary wardrobe because it is in an extra bedroom and it doesn't have anything special. This tells me she is going to show her brothers and sisters about this unusually strange wardrobe.
What WILL you do...

- tomorrow to build this connection for students?
- to foster purposeful connections in the classroom?
- to begin, or continue, purposefully teaching reciprocity in reading and writing?
Take Aways: What were your three?
Reflect & Share
Questions

Thank you for being here!
Contact Me

Janelle Carter
Branson Cedar Ridge Intermediate
Literacy Coach
(417) 334-5137 ext 1201
carterj@branson.k12.mo.us


Moran, Renee and Billen, Monica (2014) "The Reading and Writing Connection: Merging Two Reciprocal Content Areas," _Georgia Educational Researcher_: Vol. 11: Iss. 1, Article 8. DOI: 10.20429/ger.2014.110108 Available at: http://digitalcommons.georgiasouthern.edu/gerjournal/vol11/iss1/8