

Ensuring All Readers and Writers Thrive

with

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Accelerating Achievement for ALL Learners: What Does it Take?

Key Lessons learned from 45 years of teaching, coaching, leading, and collaborating in classrooms and schools across the U.S. and Canada

Celebrate everything the learner does well

- Provide **feedback** that is specific to help the learner become a more effective, joyful, confident, and independent learner
- Use stories to teach and help bond with your students
- Put students before programs; ensure fidelity to the student
- Publish student work

Raise expectations for *all* learners

- Do an excellent job “frontloading”—demonstrating and explaining, “doing it” together and having scaffolded conversations--before releasing responsibility
- Engage all students in high level thinking with challenging curriculum
- Encourage and expect strong **leadership** by the principal, coaches, teachers

Teach and assess more effectively and efficiently

- Rely on whole-part-whole teaching – “Teach it first; label it later”
- Teach with a sense of urgency
- Embrace **authenticity**—audience and purpose, literature, resources
- Provide sustained **time** for writing, reading, and talking about worthwhile texts
- Use research to guide and question your instruction, but not dictate it
- Connect curriculum and standards to meaningful lives in and out of school
- Allocate resources where there is the greatest need
- Communicate clearly with students, parents, and administrators

Collaborate

- Develop a whole school/district shared beliefs system and vision
- Participate in sustained, coherent, job-embedded PLCs, at least 30-100 hours spread out over 6-12 months (Darling-Hammond and Richardson, 2009)
- Provide time for guided practice and lots of small group work

Four Big Questions About Learning

1. **What do students need to know and be able to do?** *How are they going to learn it? What's needed to ensure learning occurs?*
2. **How do we know when they have learned it?** *How did we assess? Is the assessment valid?*
3. **What are our next steps if students have or have not learned it?** *How might we enrich, differentiate, scaffold, reteach, tutor, intervene?*
4. **Why does it matter?** *Is the teaching and learning relevant, authentic, thought-provoking, related to life/world connections? Does it lead to more learning and students becoming more competent and self-directed?*

Note that these same questions apply to teachers and leaders as learners too.

Look for AUTHENTICITY

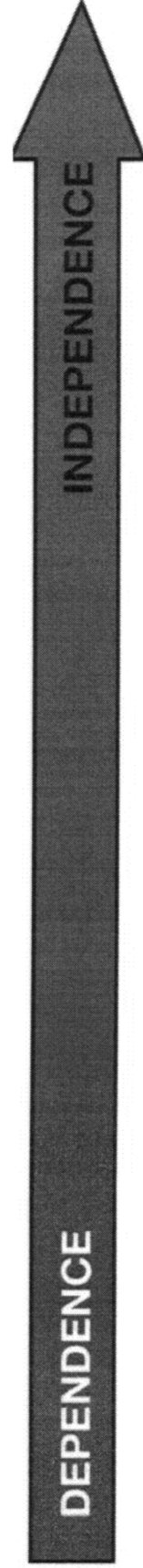
Focus first on the student, not the standard

- The lesson or activity reflects a real-world expectation and context.
- The students understand and value the lesson's purpose.
- The audience and purpose are meaningful.
- In writing, the focus is first on the student's intention and what the writing does before focusing on what the writing has.
- In reading, the goal is self-determining readers, and sustained time is given for daily independent reading, carefully monitored through students matched with "just right" books, reading conferences, and small group work.
- A whole-part-whole teaching philosophy is embraced with explicit teaching of skills embedded in meaningful context.
- Teachers check for understanding before, during, and after the lesson and make adjustments, as needed, to ensure learning is occurring.
- There are adequate demonstrations and shared experiences before students are released to "try it out" on their own.
- Students have choices within structure for reading and writing genres and topics.
- Providing time for sustained practice in authentic reading and writing is a daily priority.
- Resources used support the instruction are of excellent quality, and align with established beliefs and practices.

Regie Routman, 2013

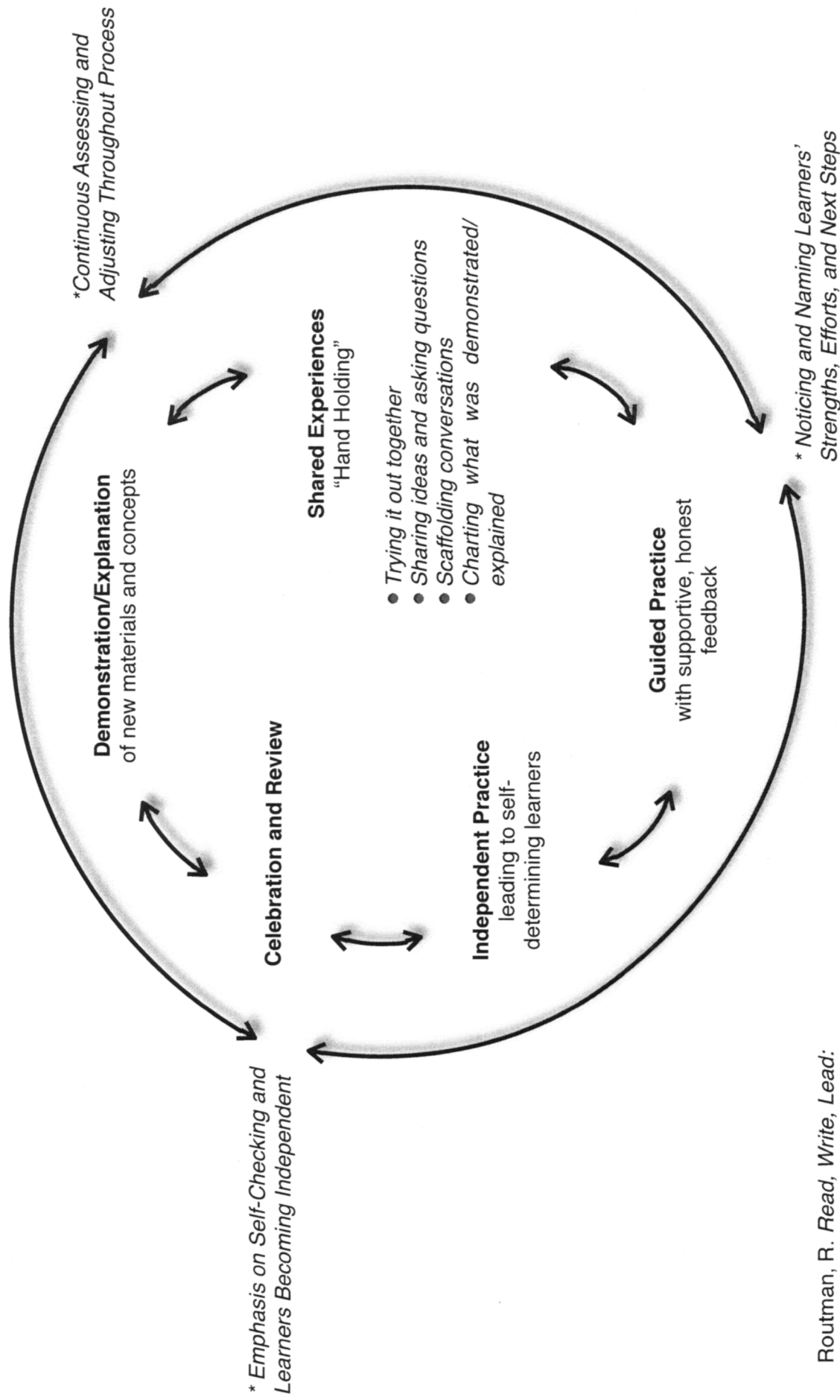
An Optimal Learning Model-OLM

TO LEARNERS	WITH LEARNERS		BY LEARNERS
<p>I DO IT</p> <p>Demonstration</p> <p>TEACHER shows how to do it</p> <p>STUDENT listens, observes, minimally participates</p> <p>INSTRUCTIONAL CONTEXT explanation, reading/writing aloud</p>	<p>WE DO IT</p> <p>Shared Demonstration</p> <p>TEACHER leads, negotiates, suggests</p> <p>STUDENT questions, collaborates, responds reading/writing</p> <p>INSTRUCTIONAL CONTEXT shared reading/writing</p>	<p>WE DO IT</p> <p>Guided Practice</p> <p>STUDENT takes charge, approximates, practices</p> <p>TEACHER encourages, clarifies, confirms</p> <p>INSTRUCTIONAL CONTEXT guided reading/writing</p>	<p>YOU DO IT</p> <p>Independent Practice</p> <p>STUDENT initiates, self-directs, self-evaluates</p> <p>TEACHER affirms, coaches</p> <p>INSTRUCTIONAL CONTEXT independent reading/writing</p>
<p>↑ HANDOVER OF RESPONSIBILITY ↑</p>			



REGIE ROUTMAN

Ongoing Cycle of Responsive Teaching: OLM



Routman, R. Read, Write, Lead:
Breakthrough Strategies for Schoolwide
Literacy Success (ASCD, 2014)

Reading Priorities

Texts play a major role in each reading category—quality, complexity, difficulty, genre, format, length, interest level, vocabulary, meaningfulness. In matching texts with readers, we can't do a first-rate job with second-rate texts.

- **Reading for enjoyment and information**--lifelong
 - Role of engagement (impacted by motivation)
 - Teachers as readers—demonstrate our thinking and habits; create enthusiasm; act on beliefs and credible research
 - Reading aloud to students (and noticing author's craft)
 - Literature conversations and book talks
 - Self-determining readers—set own worthwhile goals

- **Reading for understanding**
 - Explicit teaching—strategies, rereading, vocabulary, thinking aloud
 - Providing reading supports—shared reading, guided reading, small collaborative groups, interventions (tutoring)
 - Assuming control over accuracy, fluency
 - Checking for understanding
 - Reading conferences
 - Responses to reading
 - Self-monitoring

- **Sustained time for independent reading** (deliberate practice)
 - Providing multiple times each day for reading—puts emphasis on reading texts and not on tasks about reading
 - Classroom libraries (organized with students)
 - Access to varied texts (in various genres, mediums and formats)
 - Student choice and selection of "just right" books

Regie Routman, 2014

Writing Priorities

Focus on the writer first and the writing second.

What we want students to do as writers K-12 is the same; that is, we want them to write with a reader in mind, write engaging leads, well-organized and readable texts, and so on. What differs are our expectations and the learners' needs for demonstrations, supports and scaffolding, length of text, complexity of language, vocabulary, flow of ideas, author's craft, focus on content and accuracy (facts, spelling, legibility, conventions, form), and presentation formats.

- **Writing for Audience and Purpose--lifelong**
 - Role of engagement (impacted by motivation, relevancy)
 - Teachers as writers—demonstrate our thinking and habits; create enthusiasm; act on beliefs and credible research
 - Reading aloud to students (and noticing author's craft)
 - Public writing conferences and one-on-one conferences
 - Self-determining writers—set own worthwhile goals

- **Writing with Authenticity**
 - Heart and mind involvement, relevancy of the writing
 - Explicit teaching—thinking aloud, close rereading, revising, editing; focus on content first
 - Providing writing supports—shared writing, scaffolded conversations, ongoing conferring with useful feedback
 - Assuming control over content, accuracy, self-monitoring

- **Sustained time for independent writing**
 - Student choice within structure
 - Connecting wide reading with writing (noticing what authors do)
 - Access to varied first-rate texts and resources, print and digital
 - Providing multiple times each day for writing--across the curriculum

Regie Routman, 2014

Feedback Essentials:

- The learning goal must be clearly understood and valued by the teacher and the learner.
- The feedback is specific to the task and lets the learner know how he/she is doing, beginning with recognizing and naming strengths.
- The learner understands the feedback and can apply it to reaching the agreed upon goal(s).
- The feedback increases the learner's understanding of the task.
- The feedback enhances the trust between the giver and the receiver.
- The feedback is appropriate to the task and for the learner.
- The feedback causes the learner to respond positively.
- The feedback provides a clear roadmap for the most important next step(s).

Perhaps, most important of all, the feedback must leave the learner with an "I can do it!" mindset and a disposition of sufficient energy and will to do the work. Without that positive spirit on the part of the learner as a result of the feedback, our comments will not help the learner much and may, in fact, set him back by overwhelming or discouraging him. When we give effective feedback, we use language that is honest, supportive, and responsive, and most of this language is oral, clear, and straightforward. You may want to keep the following essential questions in mind when giving feedback:

- What am I noticing about what the learner has done well or is attempting to do?
- What are the most important things I can do and say at this time to move the learner forward?
- How will the feedback help the learner progress toward the learning goal(s)?
- How will the feedback help the learner to become more confident, competent, and independent as a learner?

In Read, Write, Lead: Breakthrough Strategies for Schoolwide Literacy Success by **Regie Routman** (ASCD 2014)

Summary of A Framework for Teaching Writing Genres

- **Find out what students know about the genre, and chart their responses.** (*assessment before teaching*)
- **Gather lots of appropriate examples of the genre, and have students examine these materials with your guidance.** (*immersion, demonstration*)
- **Discuss and chart, "What makes a good [blank]?"** (*shared demonstration, ongoing assessment*)
- **Think aloud and write in the genre** (*demonstration*) **and/or together as a class.** (*shared demonstration*)
- **Identify additional criteria for what to include when writing in the genre.** (*shared demonstration, ongoing assessment*)
- **Prepare to write.** (*shared demonstration and guided practice*)
- **Write for a sustained period in the form of the genre for an authentic audience and purpose.** (*guided and independent practice*)
- **Confer with students; teach what's needed; set goals together.** (*shared demonstration, guided and independent practice, ongoing assessment*)
- **Publish and share with the intended audience.** (*celebration and independent practice*)
- **Encourage students to do more writing in the genre.** (*independent practice*)

Slightly adapted from *Writing Essentials* by Regie Routman, Heinemann 2005
Regie Routman, 2014

Poetry Writing at a Glance

Note: Aim for a 2-3 week focus on poetry writing. Based on your time constraints, the continuous cycle above can easily be spaced over multiple days.

- Assess what students know about poetry. Chart responses.
- Have many poetry books, most free verse, in classroom library.
- Immerse students in free verse poetry, including poems by other students (see *Kids' Poems*), and have them notice what poets do. Demonstrate first by thinking aloud what you notice.
- Add on to chart of what students know about poetry
- Write a poem or two in front of your students.
- Write a poem together.
- With the class listening in, orally brainstorm with several students about the poem they are about to write.
- Students independently write poems while we confer with writers.
- Celebrate students' efforts in a whole class share.
- Consider putting together a class poetry anthology.

Benefits of Poetry Writing

- builds immediate success for all students
- focuses on the joy of writing
- sets a positive tone for the classroom
- encourages experimentation with language and form
- de-emphasizes (initially) punctuation and "skills"
- teaches a powerful way to express personal voice
- fosters delight in rhythm, repetition, and word play
- teaches importance of titles, ending lines, word choice
- taps into students' interests and knowledge
- connects writing with reading
- frees kids up to write

Note: Once students know how to write free verse, they often choose to write poems when they are given free choice of topic and genre.

Regie Routman, author of *Kids Poems*, series (K, 1, 2, 3-4), Scholastic, 2000