



**NYS Next Generation
LEARNING STANDARDS**

Lifelong Practices of Readers and Writers

June 8, 2018

with

Dawn Shannon and Michelle Bulla

**Welcome
and
Introductions!**

LIFELONG PRACTICES OF READERS AND WRITERS

Outcomes. . .

At the end of this session, you will

- **Explain what “the practices” are and why they were added.**
- **Describe how teachers/schools/ districts can use the practices to improve literacy.**

Questions you will answer. . .

- **How can TEACHERS use the PRACTICES in their classrooms to improve reading and writing?**
- **How can the PRACTICES describe what we look for when we observe and coach teaching?**
- **How can districts use the PRACTICES to review current curriculum and instruction?**

LIFELONG PRACTICES OF READERS AND WRITERS

Where are The Practices?

Go to:

Password:



Go to:

- **The Introductions:
pages 2,3,4
OR**
- **The Standards:
page 7**

**How are “The Practices”
described in the introductions?**



**Think about this morning’s presentation.
What were key messages about
“The Practices”?**

Why were they added?



Lifelong Practices of Readers and Writers (page 3)

Independently read the practices. What do you notice?

Are these practices regularly implemented in your classroom? School? District?

Lifelong Practices of Readers	Lifelong Practices of Writers
<p>Readers</p> <ul style="list-style-type: none">• Think, write, speak, and listen to understand• Read often and widely from a range of global and diverse texts• Read for multiple purposes, including for learning and for pleasure• Self-select texts based on interest• Persevere through challenging, complex texts• Enrich personal language, background knowledge, and vocabulary through reading and communicating with others• Monitor comprehension and apply reading strategies flexibly• Make connections (to self, other texts, ideas, cultures, eras, etc.)	<p>Writers</p> <ul style="list-style-type: none">• Think, read, speak, and listen to support writing• Write often and widely in a variety of formats, using print and digital resources and tools• Write for multiple purposes, including for learning and for pleasure• Persevere through challenging writing tasks• Enrich personal language, background knowledge, and vocabulary through writing and communicating with others• Experiment and play with language• Analyze mentor texts to enhance writing• Strengthen writing by planning, revising, editing, rewriting, or trying a new approach

**SHARE what you observed
about The PRACTICES. . .**

Which PRACTICES
do you see regularly in
schools?

Which might be NEW?



The title implies. .

Parallel Structure
SO WHAT?

Students independently. . .

- Choose
- Inquire
- Experiment
- Persevere



Step 1: COMPLETE THIS INDEPENDENTLY

SELECT ONE PRACTICE

What does this practice actually look like?

What would be the evidence that this practice is happening in your classroom, school, district?

Step 2: AFTER THE SIGNAL

Find someone new - SHARE!



**Making it concrete is the
beginning of making it real!!**

Stories from teachers. . .

Daniel Tusa and Vanessa O'Connor Malone Middle School

*“What happens when you point to the practices
along with a posted learning target?
Students see the ‘big picture’!” Dan*

P.B.I.S
Be Safe
Be Caring
Be Responsible



From Malone CSD: Daniel Tusa and Vanessa O'Connor

Lifelong Practices of Readers And writers

Read/Write Often...

- From Global and Diverse Texts
- In a Variety of Written Formats

Read/Write for Multiple Purposes...

- Learning
- Pleasure

PERSEVERE

- Through Challenging, Complex Texts
- Through Challenging Writing Tasks

Enhance Writing...

- Experiment and PLAY with Language
- Analyze Mentor Texts

Strengthen Writing...

- Plan
- Revise
- Edit
- Rewrite
- TRY New Approaches

Make Connections

- To Self
- Other Texts
- Ideas
- Cultures
- Eras

COMPREHEND

- Apply Reading Strategies

READ What INTERESTS... YOU!

Lifelong

Practices

Of

Readers

And

writers


Think, Write, Speak, and Listen to...

- Understand texts
- Support writing

Through Reading, Writing, and Communicating with Others, ENRICH...

- Personal Language
- Background Knowledge
- Vocabulary

Lifelong Practices of Readers And writers



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- Support writing

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- Through Challenging, Complex Texts
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Strengthen Writing...

- Plan
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- Edit
- Rewrite
- TRY New Approaches

Enhance Writing...


- Experiment and PLAY with Language
- Analyze Mentor Texts

What happens when students select texts and write about their selections? A story from Monroe-Woodbury

**MW
READS**

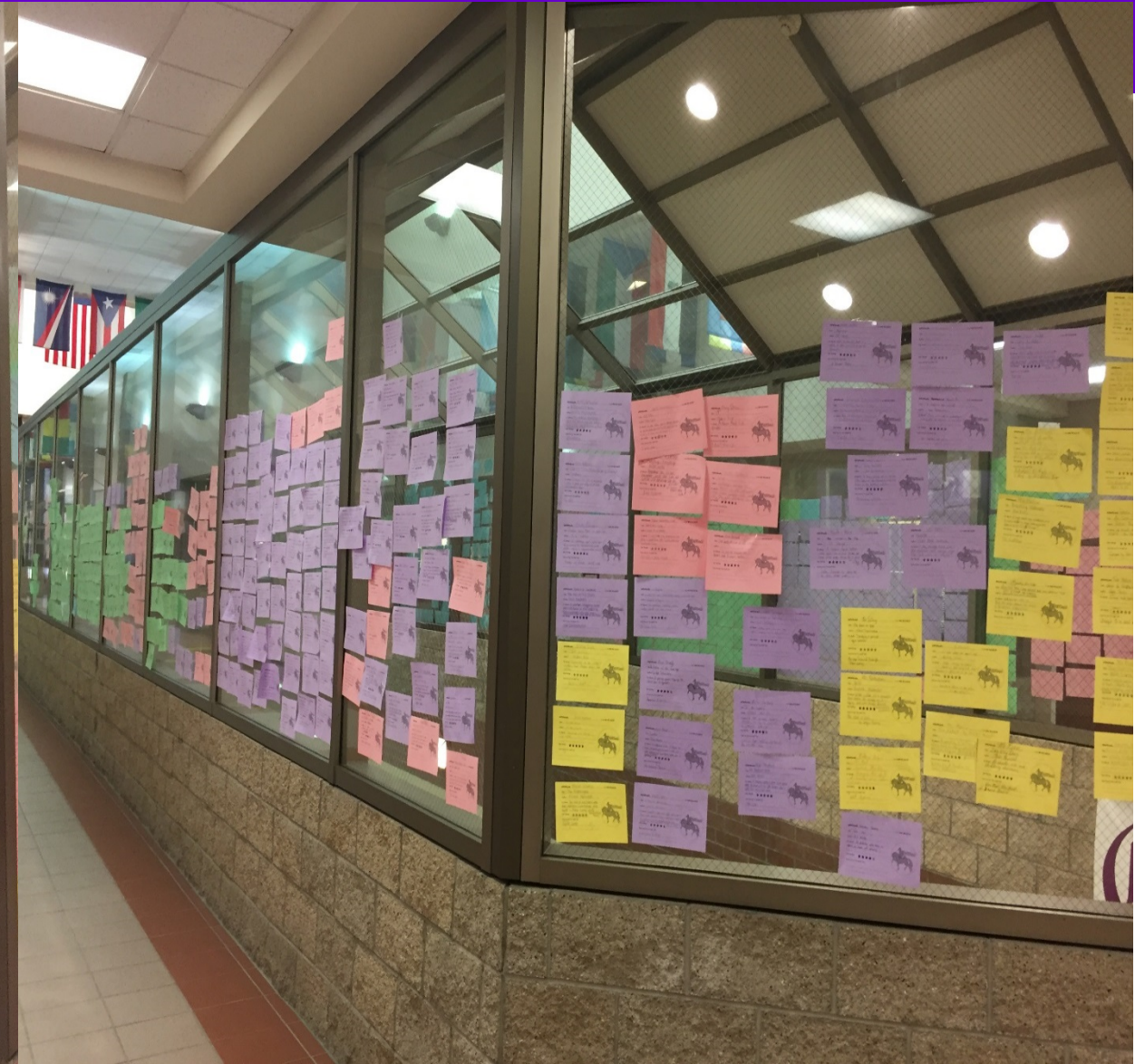
Check out what we're reading, find your next title, and tweet a #Booksefie to @MWHS-English & tag it #MWReads

Join #MW Reads Book Club

Bring a snack
Bring a friend.
This book → 
celebration is on Wed, Nov. 29th at 2:00 in Rm 322.
See Mrs. Chappell for details!

We meet on Wednesdays at 2:00pm in Rm 322
Get the book. Start reading and join us.

The display board is covered with numerous yellow cards, each featuring a book cover, a star rating, and a student's handwritten review. The cards are arranged in a grid-like pattern around the central sign.



The Practices in Action

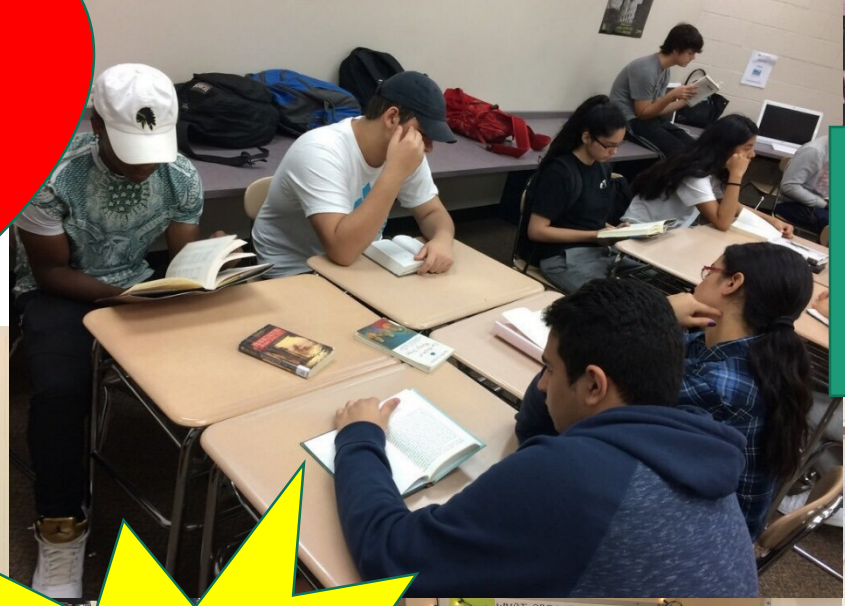
WHAT WERE READING Round #1

Period 5 Mrs. Caruso - A Feast for Crows George R.R. Martin
Gianna Dalton - All Creatures Great and Small
Amanda Layton - H&K Honey by The Ladybirds
J.O. the Cashio - Buttered Bread
Hannah Bucklen - Tiger Lily by Julie Brown
Olivia Pennington - The Girl on the Train
Renee Torres - The Girl on the Train
John Sarto - Harry Potter and the Sorcerer's Stone by JK Rowling
Brenda P. - The Hate U Give by Angie Thomas
Period 6
Mrs. Caruso - A Feast for Crows George R.R. Martin
Sophia Guglielmo - Harry Potter and the Sorcerer's Stone by JK Rowling
Olivia Joosten - If Only by Richard Paul Evans
Alyssa Caruso - The Rise by Juli Fier
Gurtem Boudaev - The Biography of a Silver Fox
Mikayla - Return of a Silver Fox
J.R.R. Tolkien - The Hobbit by Ernest Thompson
Ryan Logo - The King of Shivers book set

What are you currently reading?
#MWReads

#MWREADS

Speed Dating Books



Classroom Libraries



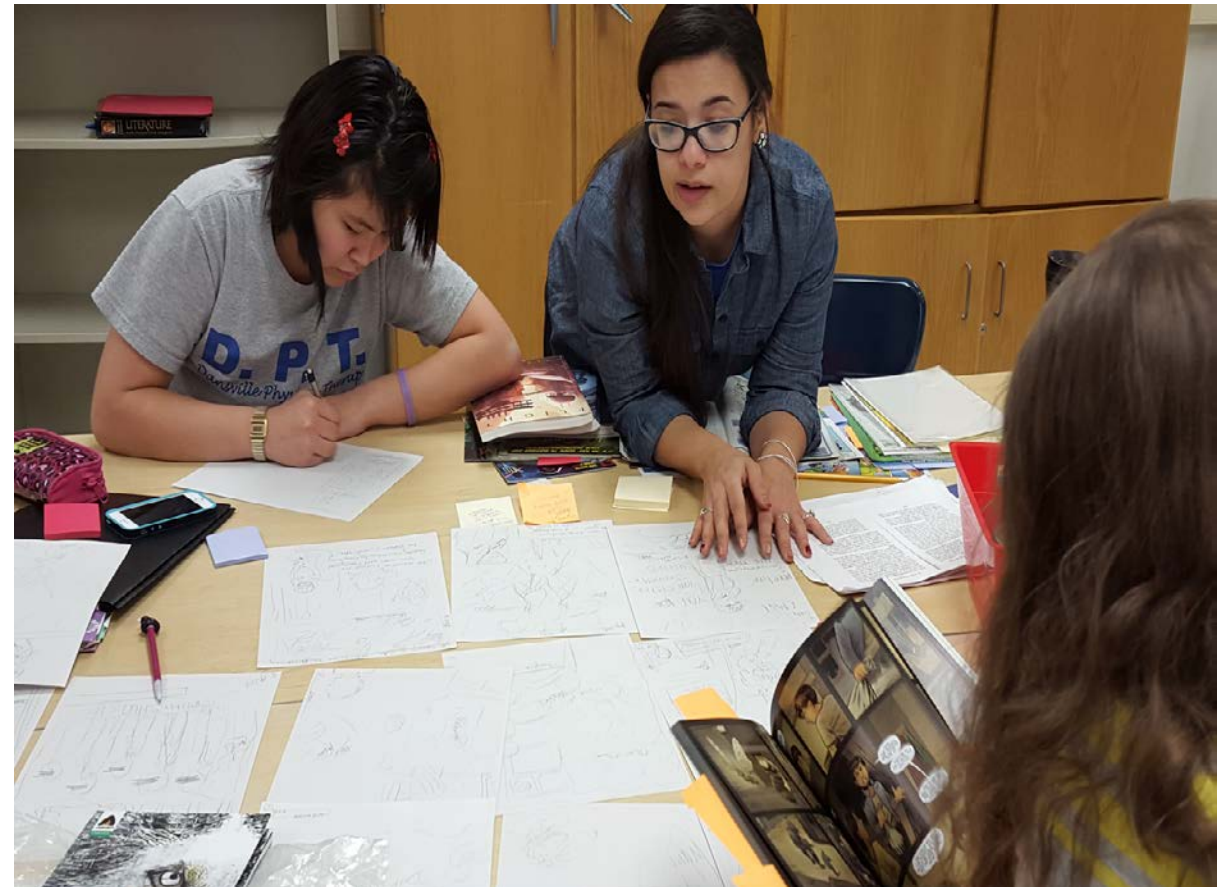
Reading for inspiration!



Ani Rosario
Dansville Central
School



The Practices as Philosophy



Self Selection impacted student motivation and learning

Students select texts

Book Surfing



Your name:

Book title:

Rate: First Impression 1-5

Rate: Glazing (read info on inside/back cover) 1-5

**Student-
Selected
Responses to
Text**

**Self-Selected
Criteria**

Recently, group of educators in the Broome-Tioga BOCES region were reflecting about practices that we teach about writing.

We asked ourselves these questions:

Why do we require students to do what they do as writers?

How has technology changed our practices as writers?



**How can YOU use
THE PRACTICES
to support literacy
in your work?**

TEACHER FOCUS:

How can YOU use THE PRACTICES to support literacy in the classroom?

OBSERVING/COACHING FOCUS:

How can THE PRACTICES help us when we observe teaching and learning?

CURRICULUM FOCUS:

How can districts use THE PRACTICES to review or revise curriculum?

**Create
interest
groups**

**Discuss
answers
to the
questions**

**Create A NEW GROUP
with members from all three teams!
SHARE YOUR IDEAS!**

**TEACHER
FOCUS:**

**How can YOU use
THE PRACTICES
to support
literacy in the
classroom?**

**OBSERVING/
COACHING FOCUS:**

**How can THE
PRACTICES help us
when we observe
teaching/learning?**

**CURRICULUM
FOCUS:**

**How can districts
use THE
PRACTICES to
review or revise
curriculum?**

**Why focus on
The Practices?**



What “small step” will you take?

Thank you!

Michelle and Dawn