

# Workshop 1

## Creating a Literate Community

In this session, you will investigate and apply research-based principles for creating effective classroom routines and environments.

### Learning Goals

At the end of this session, you will better understand how to:

- maximize children's opportunities for reading, writing, and using oral language
- develop children's positive attitudes toward reading and writing
- provide learning opportunities accessible to all students
- help children become more self-directed learners

### Factors Related to This Session

- Accessible reading material
- Accessible writing material
- Purposeful room and wall displays
- Classroom routines

### Materials Needed for This Session

**Participants:** Graph paper and drawing materials, the Classroom Sketch and Classroom Community Chart you completed for homework (see Session Preparation), and a three-ring binder to begin your Handbook for Effective Literacy Practices (see page 6).

**Facilitator:** Copies for each participant of the Literate Community Lecture Poster (page 32).

You create a classroom that's ... attractive, that has lots of good books in it, has some nice bulletin boards or wall displays. It seems very simple. But in truth, it's really not. —Jeanne R. Paratore

# Before You Watch

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## Video Summary

In the video for this session, Dr. Jeanne R. Paratore presents three research-based principles for creating an effective literacy environment—accessible materials, purposeful room and wall displays of print materials, and classroom routines that promote reading and writing. Following the lecture, workshop participants watch two sets of classroom excerpts illustrating routines and physical arrangements that advance children's reading, writing, and oral language skills. Workshop participants discuss these classroom excerpts in relation to their own classrooms and teaching practices.

## Session Preparation

To prepare for the workshop session, you will tap your prior knowledge, read two articles on creating literate communities, and review important terms.

### 1. What do you already know and do?

Sketch your classroom. Using graph paper, illustrate:

- specific areas for small-group and whole-class instruction;
- centers or work stations for independent and small-group practice;
- areas of the room that display print (books, posters, word walls, etc.);
- arrangement of furniture (chairs, tables, bookcases, etc.) for instruction and practice; and
- any other features that promote literacy development.

Copy and complete the Classroom Community Chart (page 31).

Examine your sketch and chart to reflect on how you use the environment to promote reading, writing, and oral language. Think about and take notes on these questions:

- What part of your classroom works well to promote reading and writing?
- What would you like to change?
- What do you need to improve your classroom environment?

**Assignment:** Save your Classroom Sketch and Classroom Community Chart to revise at the end of the session.

### 2. Read these articles:

Morrow, L. M., and E. Asbury. "Current Practices in Early Literacy Development." In Gambrell, L. B., et al., eds. *Best Practices in Literacy Instruction*. 2d ed., 43–63. New York, N.Y.: The Guilford Press, 2003.

Ford, M. P., and M. F. Opitz. "Using Centers To Engage Children During Guided Reading Time: Intensifying Learning Experiences Away From the Teacher." *The Reading Teacher* 55, no. 8 (2002): 710–717.

These readings are available as downloadable PDF files on the *Teaching Reading K–2 Workshop* Web site. Go to [www.learner.org/channel/workshop/readingk2/](http://www.learner.org/channel/workshop/readingk2/).

**FACILITATOR'S NOTE:** Be sure that everyone has access to these readings. You may want to have a few copies available for those without Internet access.

# Before You Watch, cont'd.

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## 3. Review these important terms:

Review the following definitions found in the Glossary in the Appendix: guided reading, independent reading, learning centers/work stations, read-aloud, shared reading, and word wall.

## 4. Revise your chart:

Return to your Classroom Community Chart. Add any new thoughts, ideas, or questions based on the readings and review of important terms.

# Watch the Video

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**FACILITATOR'S NOTE:** When the workshop session begins, you may want to spend a few minutes reviewing the readings and the Classroom Community Chart to prepare for watching the video.

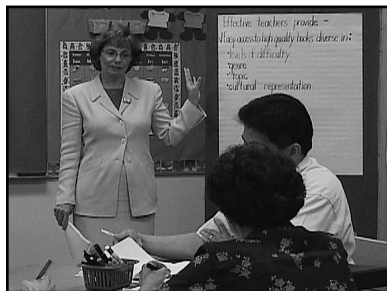
**FACILITATOR'S NOTE:** Hand out the Literate Community Lecture Poster.

## Lecture

Throughout the session, questions are posed to guide you through the topic. If you are working in a group, discuss your responses; if you are working alone, reflect on them in your journal.

In this section, you will watch Dr. Paratore's lecture on creating a literate community in early literacy.

As you watch the lecture, use the Literate Community Lecture Poster to note important information.



**Video Segment: Dr. Paratore's Lecture** (approximate times: 3:40–12:40): Find this segment approximately 3 minutes and 40 seconds after the beginning of the video. Watch for about 9 minutes. Use the video image at left to locate where to begin viewing.

In this video segment, Dr. Paratore discusses how effective classroom organization and routines promote beginning reading and writing. The lecture focuses on varied and accessible print materials and classroom resources, purposeful displays of print in the classroom, and classroom routines that promote targeted opportunities for writing and oral language development.

An accompanying lecture transcript is also available as a downloadable PDF file on the *Teaching Reading K–2 Workshop* Web site. Go to [www.learner.org/channel/workshops/readingk2/](http://www.learner.org/channel/workshops/readingk2/).

After watching the lecture, think about the following statement by Dr. Paratore: "The decisions teachers make about their classroom contexts have a consequence in children's motivation to read and a consequence in children's time to read."

# Watch the Video, cont'd.

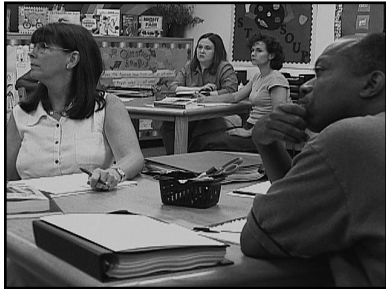
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Then review your notes and consider these questions:

- What are the important factors for planning and designing a literacy-rich environment?
- What classroom literacy routines promote reading and writing to “get things done”?
- Do the decisions teachers make to create a literate classroom environment in kindergarten, grade 1, and grade 2 differ? How? Why?

## Classroom Excerpts

In this section, you will relate Dr. Paratore’s lecture and the readings to teaching practices in classroom excerpts.



**Video Segment: Classroom Environment Excerpts** (approximate times: 12:45–19:40): Find this segment approximately 12 minutes and 45 seconds after the beginning of the video. Watch for about 7 minutes. Use the video image at left to locate where to begin viewing.

Now you will observe different literacy environments in four classrooms—one kindergarten and three first-grade. You will see classroom arrangements and materials that encourage independent practice of literacy skills. As you watch, think about the planning that went into designing these environments.

After viewing the classroom excerpts, consider these questions:

- How did the classroom environments promote children’s independent reading and writing?
- What areas of literacy and specific skills were emphasized in each classroom environment?
- How did each classroom promote opportunities to use reading, writing, and oral language?
- Becky Pursley says, “My classroom arrangement has always been a struggle to me.” What are your challenges in creating a literate classroom environment? How have you addressed these challenges?

## Discussion

In this section, you will watch the workshop participants discuss the classroom excerpts.



**Video Segment: Discussion** (approximate times: 19:45–32:28): Find this segment approximately 19 minutes and 45 seconds after the beginning of the video. Watch for about 13 minutes. Use the video image at left to locate where to begin viewing.

Following the classroom excerpts, the workshop participants discuss the classroom environments. Compare your ideas with theirs.

# Watch the Video, cont'd.

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After watching the workshop participants' discussion, consider these questions:

- Workshop participants noted several factors common to all classrooms in the excerpts: centers or work stations to practice reading and writing; student engagement and independence when practicing reading and writing; and time on task. Did you agree with the workshop participants' responses to the classroom excerpts? What else would you add to the discussion?
- Dr. Paratore said during this discussion, "Literacy is a social act." How was this evident in the classroom excerpts? How did the opportunities for children working together enhance their learning?

## More Classroom Excerpts

In this section, you will relate Dr. Paratore's lecture and the readings to teaching practices in classroom excerpts.

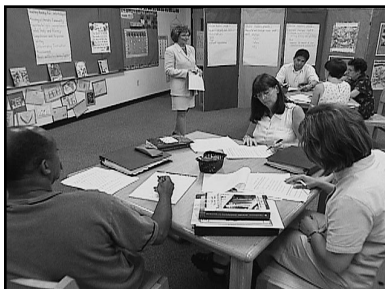


**Video Segment: Classroom Routines Excerpts** (approximate times: 32:33–41:40): Find this segment approximately 32 minutes and 33 seconds after the beginning of the video. Watch for about 9 minutes. Use the video image at left to locate where to begin viewing.

Now you will observe the literacy routines in three classrooms—two kindergarten and one second-grade. As you watch, think about the similarities and differences among the three classrooms and how each teacher provides opportunities for meaningful reading and writing.

After viewing the classroom excerpts, consider these questions:

- Which routines and tasks in these classroom excerpts allowed children to engage in purposeful reading and writing?
- How did the routines maximize students' time to read and write?
- How did the classroom environment support effective use of the routines?
- What might you take back to your classroom after watching these excerpts?
- What can you learn about students' literacy development by observing their participation in classroom routines?



**Optional Viewing** (approximate times: 41:45–47:05): Find this segment approximately 41 minutes and 45 seconds after the beginning of the video. Watch for about 5 1/2 minutes. Use the video image at left to locate where to begin viewing.

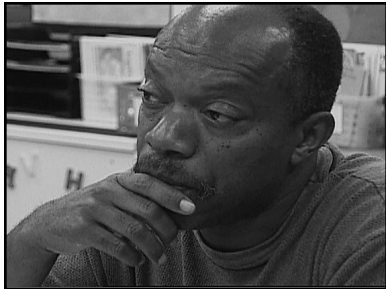
You may want to watch the small-group discussion.

# Watch the Video, cont'd.

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## Further Discussion

In this section, you will watch the workshop participants discuss the classroom excerpts.



**Video Segment: Further Discussion** (approximate times: 47:05–55:52): Find this segment approximately 47 minutes and 5 seconds after the beginning of the video. Watch for about 8 1/2 minutes. Use the video image at left to locate where to begin viewing.

Following the classroom excerpts, the workshop participants discuss the literacy routines. Compare your ideas with theirs.

After watching the workshop participants' discussion, consider these questions:

- In both small- and whole-group discussions, the workshop participants talked about the role of the teacher and students when planning and using classroom routines. How did these roles differ in each classroom excerpt?
- First- and second-grade teacher Marcy Prager questioned how students who struggle with reading and writing could effectively and independently engage in literacy routines. What do you think? How do you enable every child in your class to participate in independent literacy routines?
- What else would you add to the workshop participants' discussion?

# Examine the Topic

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## Extend Your Knowledge

In this section, you will expand your understanding of a literate classroom community by comparing the ideas from the workshop video with passages from various publications. Read and respond to the ideas presented as they relate to your own teaching practices.

Primary reading teachers have two challenges: designing a classroom environment that displays print purposefully and creating specific routines for using the environment to develop literacy skills. Read the following statement from Dr. Paratore and the passage from *Organizing and Managing a Language Arts Block* by Leslie Mandel Morrow. Consider how these ideas relate to how you establish literacy routines in the classroom.

The routines teachers set up on the first day, the second day, the third day of school are important in the achievement children show in June. —Jeanne R. Paratore

Effective management begins with the physical design of the classrooms, which includes an environment rich with accessible materials. Early in the school year the children are introduced to the design of the classroom and how the different materials and areas are used.

From the first day of school, the teacher helps children become independent learners, so that they can think for themselves. Early in the school year, time is used to teach routines that include whole-class instruction, the use of learning centers, self-directed independent work, cooperative work, and behaviors in need-based groups. Children learn the protocols for sitting on the rug during lessons and how to take turns. Rules are discussed and created by the class, so that children feel some responsibility to follow them. Children learn these rules and routines so that they can function much of the time without the teacher. Teachers are consistent in their routines and the enforcement of rules.

One of the more difficult times to manage during the school day is when children work in centers while teachers meet with small groups for direct instruction. Students need to master the system for using the centers.... For instance, they need to know the number of children who can be at a center at one time and how many center activities need to be completed in a given day. Children have to account for work accomplished at centers as well. When the children become self-regulated learners, teachers can devote attention to working with small groups. —Morrow, L. M. "Organizing and Managing a Language Arts Block." In Strickland, D. S., and L. M. Morrow, eds. *Beginning Reading and Writing*, 83-98. New York, N.Y.: Teachers College Press, 2000.

Consider these questions:

- In what ways can classroom routines promote reading achievement?
- What are the responsibilities of the teacher and the students in establishing and using classroom routines?

Sometimes the poorest readers have the least experience with literacy, the least access to print materials, and may not have a well-established sense of purpose for why school-like literacy is important or functional. We often assume children move from one literate environment (home) to another (school). This is not the case for all students, so creating a literate community for those students may involve more deliberate steps than would otherwise be the case. —Robert Rueda, University of Southern California, Rossier School of Education

# Examine the Topic, cont'd.

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## Explore a Classroom

In this section, you will explore a literacy-rich environment and related classroom routines.

Decisions teachers make regarding their classroom environment and daily routines have consequences on children's motivation to read and their time to read. A well-organized classroom supported by purposeful reading routines helps children develop their literacy skills.

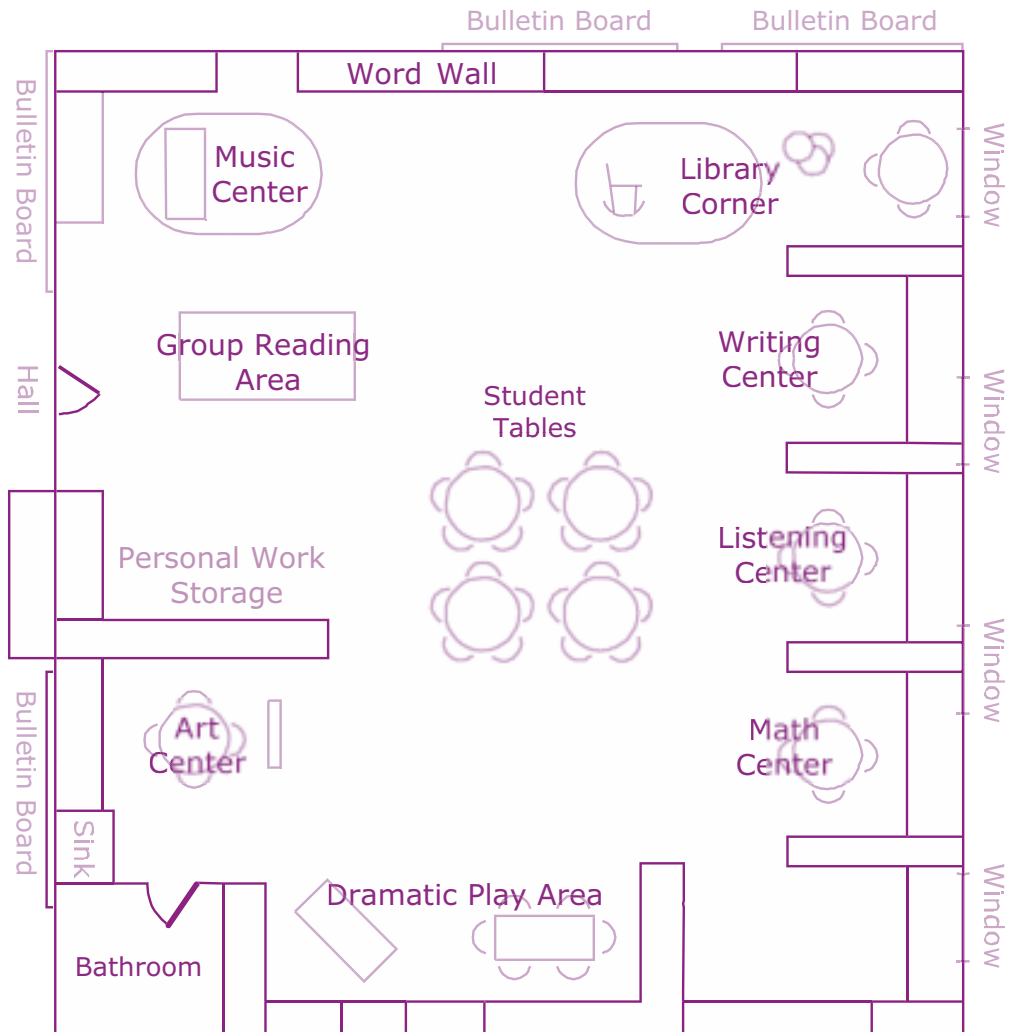
The activity Explore a Classroom illustrates effective use of classroom space and related routines.

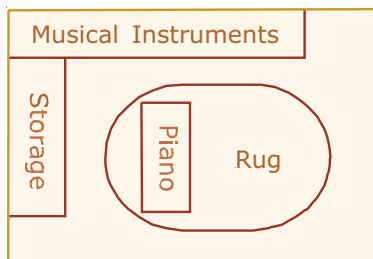
**Try It Online!** Explore a Classroom can be explored as an Interactive Activity. Go to the *Teaching Reading K–2 Workshop* Web site at [www.learner.org/channel/workshop/readingk2/](http://www.learner.org/channel/workshop/readingk2/).



## Explore a Classroom

Use this activity to explore a classroom environment and discover the routines for each area of the classroom.





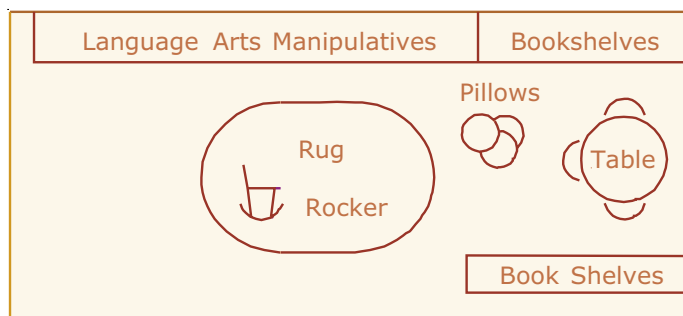
### Music Center:

#### Environment

The music center includes a selection of instruments that the children can play themselves. Model the use of each instrument, as well as the correct way to remove and store them. Words and pictures of songs can decorate the walls.

#### Routine

Literacy and language skills are developed as children read words to songs or write in response to a song or musical piece. Music projects are another opportunity for children to research and write about their musical interests.



### Literacy Center: Library Corner

#### Environment

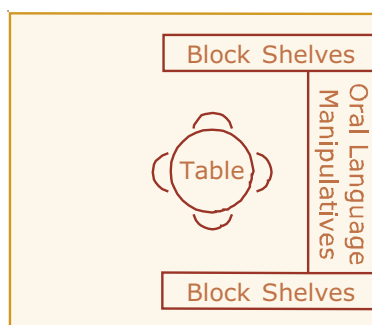
The library corner should include a large selection of children's literature, sorted into topics, genre, and reading level.

Comfortable rugs, pillows, and chairs will attract children to the area.

#### Routine

Show children how to take out books, where to use them, and how to put them away.

Demonstrate how to share books with a partner or how to turn pages carefully. Set up an easy borrowing procedure for children to take books home.



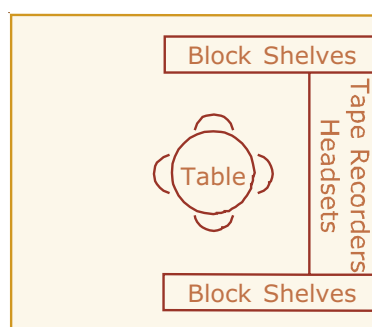
## Literacy Center: Writing Center

### Environment

The writing center provides a defined writing space and a range of writing materials (pencils, graphic organizers, individual journals). Materials should be labeled and stored in specific places.

### Routine

Children write in response to their reading, classroom activities, or own experiences. Provide regular journal writing times. Use graphic organizers to help children sequence their own stories. Confer with children about their writing.



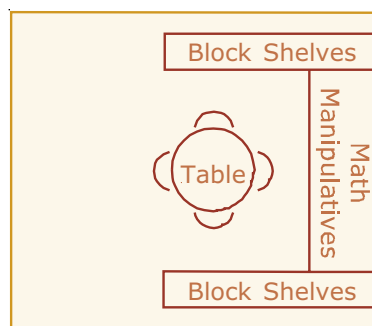
## Listening Center

### Environment

The listening center has tape recorders and headsets, on which children can listen to books-on-tape. Copies of these books should also be placed in the center. This center could include tape recorders for children to record and listen to their own reading of favorite stories and poems.

### Routine

Model how to use the headsets and tape recorders to listen to tapes and record own-readings. Literacy and language skills are developed as children listen to tape-recorded stories while following along with the text. Hearing their own read-ings, helps them develop reading fluency and expression.



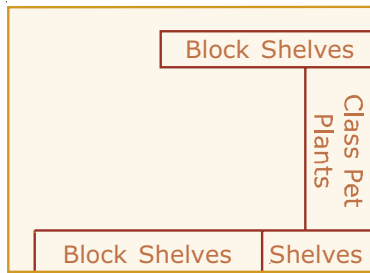
## Math Center

### Environment

The math center is stocked with mathematical instruments and materials used to measure, weigh, count, compare shapes and build models. These should be labeled and stored in specific places. There is also ample space to use all materials in the center.

### Routine

Children develop and practice their math skills with specific tasks or open-ended exploration. Literacy and language skills are developed as children answer math problems, or write in response to a math activity.



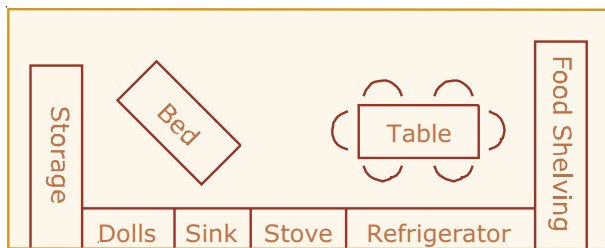
## Science Center

### Environment

The science center includes a wide range of tools and materials for scientific experimentation and nature observations. The center comprises of a large work space, as well as a space to keep timely experiments safely. All tools and materials should be labeled and stored.

### Routine

Teachers conduct science experiments with the class and also allow children open-exploration of science and nature. Literacy and language skills are developed as children describe the experiments and record their predictions and observations. A further activity may be to tally and graph data recorded.



## Dramatic Play Area

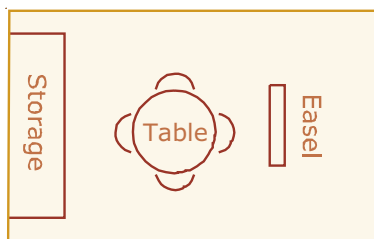
(Mostly for Kindergarten classrooms)

### Environment

The dramatic play area models real-life environments. Whether the center is a store, an office, or a kitchen, it is important to include objects and artifacts that encourage and develop language and literacy skills.

### Routine

Dramatic play centers simulate real-life situations that encourage children to learn through interactive play.



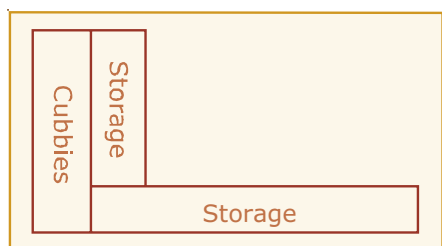
## Other Centers: Art Center

### Environment

The Art Center provides a place and materials for a variety of activities, including painting, drawing, collage, or plasticene clay or Play Dough modeling.

### Routine

Often, art projects involve a response to the stories or poems introduced in read-aloud, shared-reading, or guided-reading sessions.



## Personal Work Storage

### Environment

Children need space to keep current and finished work that you will use to assess their progress. Some storage suggestions for individual work are daily writing folders, hanging files or portfolios, and personal reading boxes. The individual folders can be stored in labeled tubs, plastic crates, or boxes made from cereal cartons.

### Routine

Teach students procedures for retrieving and storing their material and work.



## Group Reading Area

### Environment

The group reading area provides space for small group and individualized instruction. The conference table allows the teacher to sit on one side while a group of students sit on the other. This area can include pocket charts for sentence strips, boards for word analysis work, and record-keeping folders.

### Routine

The group reading area is important for teacher-guided interaction and for skill development. These activities allow the teacher to track children's progress and provide the necessary supportive instruction.

Bulletin Board

Bulletin Board

Bulletin Board

Bulletin Board

## Bulletin Boards

### Environment

Bulletin Boards provide a place for teachers to display songs, poems, word walls, and other useful literacy material. They then become a place for children to display their work, making the classroom their own.

### Routine

Begin the year with large-group experiences that will establish the group as a learning community and build linguistic resources. During the first two weeks, the teacher and children can produce a great deal of print for the walls. Enjoy these print materials with children as many times as possible, so that they become familiar resources.

## More About Centers

### Environment

Centers provide a space where children can explore activities and manipulatives. Through center routines, they learn to work independently and cooperatively, while developing specific skills.

### Routine

Teach one center at a time. Model the activity yourself, then invite the children to explore it with your guidance. Allow independent children to visit the center first. Allow others to join as they demonstrate ability to work on their own. Before introducing a new activity, observe the center until you are confident that children are using the area productively.

## Sources

All passages adapted from the following material:

Fountas, I., and G. Pinnell. *Guided Reading: Good First Teaching for All Children*. Portsmouth, N.H.: Heinemann, 1996.

Morrow, L. M. "Designing the Classroom to Promote Literacy Development." In Strickland, D. S., and L. M. Morrow, eds. *Emerging Literacy: Young Children Learn To Read and Write*. Newark, Del.: International Reading Association, 1989.

Morrow, L. M. "Organizing and Managing a Language Arts Block." In Strickland, D., and L. Morrow, eds. *Beginning Reading and Writing*, 83-98. New York, N.Y.: Teachers College Press, 2000.

Morrow, L. M., and E. Asbury. "Best Practices for a Balanced Early Literacy Program." In Gambrell, L. B., et al., eds. *Practices in Literacy Instruction*. New York, N.Y.: The Guilford Press, 1999.

Rog, L. J. *Early Literacy Instruction in Kindergarten*. Newark, Del.: International Reading Association, 2001.

# Examine the Topic, cont'd.

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Think about Dr. Paratore's statement and the passage from Extend Your Knowledge. Draw upon the activity and consider the following questions:

- How do the classroom excerpts reflect the ideas presented in these readings?
- How do these ideas reflect your own classroom environment and teaching of routines?
- How do your routines change throughout the year?
- How do you differentiate instruction in teaching classroom routines to address the needs of all of your students?
- What might you do differently in teaching routines to all of your students?

**Assignment:** Submit your written response to the questions.

## Wrap Up

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### Reflect on Your Learning

In this section, you will review and complete your notes on creating a literate community.

Review your notes from this session. Return to the classroom sketch you made at the beginning of the session. In another color ink, add changes you would like to make to your literate classroom environment and routines.

- Are the changes related to your classroom environment or literacy routines?
- Why are you making these changes?
- How will they support every child's progress in learning to read and write?

Use the revised classroom sketch and questions above to reflect on the ideas presented in this session. In a paragraph, explain how they will enhance your classroom environment and literacy routines.

**Assignment:** Submit your written reflection.

# Put It Into Practice

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## Choose Activities

In this section, you will apply what you have learned to your own teaching. The three activities are designed to assist you in developing resources for your word study instruction. Choose one or more from the list below to practice in your classroom.

### **Activity 1: Add Literacy Routines**

Develop additional literacy routines to use with your classroom environment.

### **Activity 2: Create a Literacy Center**

Design a new literacy center and a supporting classroom routine.

### **Activity 3: Create a Handbook**

Collect literary resources for each workshop session in a Handbook for Effective Literacy Practices.

## 1. Add Literacy Routines

In this activity, you will add literacy routines to use with your current materials, print displays, and literacy centers.

- Review the sketch you drew of your classroom and the Classroom Community Chart. Identify a part of your classroom environment you wish to use with another routine.
- Plan the additional routine for children to use during group or independent literacy time. Recall the four principles for creating an effective literate community to plan your changes.
- Repeat the steps with another part of your classroom environment. Add these new routines to the Classroom Community Chart.

### **Principles for Creating a Literate Community**

- Accessible reading material
- Accessible writing material
- Purposeful room and wall displays
- Classroom routines

When planning a new routine, consider:

- How is the environment accessible to all children?
- How do the new routines promote reading and writing?
- How do the literacy routines address the needs of all of your students?
- How will you teach your students to use the new routines?

Use these directions to help develop your new routines:

- Develop reading and writing activities for group or independent work. How are these activities multi-level? How will children work together? What is your role in these activities? What is the child's role?
- Plan lessons to introduce the students to the new routine.
- Incorporate the new routines into your daily schedule.

**Assignment:** Submit your ideas for additional routines that use your classroom environment.



# Put It Into Practice, cont'd.

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## 2. Create a Literacy Center

In this activity, you will design a new literacy center for your classroom. You will then develop a routine for the center based on a theme (e.g., friendship), topic (winter), or genre (poetry) you plan to teach.

- Review the principles for planning successful literacy centers from the “Using Centers To Engage Children” article by Ford and Opitz.
- Identify where to create your center.
- Choose a theme, topic, or genre to teach at the center. Consider your current classroom environment and literacy routines that will further support children’s independent use of the center.

### Principles for Planning Successful Learning Centers

- Make decisions based on knowledge of children as readers and writers
- Consider types of activities in which children will be independently engaged
- Consider your state or district curricular expectations for literacy learning
- Consider research about engagement and motivation
- Consider guidelines for establishing children’s independent use of the center

—Ford, M. P. and M. F. Opitz. “Using Centers To Engage Children During Guided Reading Time: Intensifying Learning Experiences Away From the Teacher.”

Use these directions to help design your new center:

- Select books for read-aloud to introduce and explore your center topic.
- Select stories, poems, magazines, and other print materials at various reading levels for children to read independently or with a partner.
- Develop a list of words related to the theme.
- Decide how to organize and display these literacy resources.
- Collect writing materials for the children to use at the center.

Use these directions to help develop new routines to use with the center:

- Develop reading and writing activities to develop the theme for small-group or independent work. Are these activities multi-level? How will children work together? What is your role in these activities? What is the child’s role?
- Make a list of directions explaining how students should use the center.
- Plan one or more lessons to teach students how to use the center.
- Create a procedure for students to indicate their participation in the center.
- List other daily routines to use with the center.

**Assignment:** Submit the final design for your literacy center, and plans for the routines it will support.

# Put It Into Practice, cont'd.

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## 3. Create a Handbook

In this ongoing activity, you will collect literacy resources in a Handbook for Effective Literacy Practices (see page 6) to use in your classroom.

Today, you will create a section for your classroom environment and literacy routines. Include resources you already use and plan to use in the future. Place them in the section for **Creating a Literate Community**. You may want to include:

- themes throughout the year
- lists of books categorized by topics, genres, or themes you teach
- lists of books categorized by reading level
- lists of related print materials to display in the room (word walls, charts, poems, student work, etc.)
- classroom arrangements for reading, writing, listening, and speaking: whole-class, small-group, and independent areas (include a sketch of your classroom)
- daily routines for Morning Work or Morning Jobs
- activities for independent/small-group work (work boards, activity charts, etc.)
- other materials, curriculum topics, or classroom routines that support literacy learning

Review the contents of the handbook for how well they correlate to the principles of Dr. Paratore's lecture and the readings.

**Assignment:** Submit a copy of your completed handbook at the end of the workshop series. **Idea:** Do this activity with your colleagues to create the most comprehensive collection of resources and instructional plans.

# Assignments

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If you are taking this workshop for credit or professional development, submit the following assignments for session 1: Creating a Literate Community.

## **1. Session Preparation**

Sketch your classroom, highlighting its literacy elements. Complete the Classroom Community Chart.

## **2. Explore a Classroom**

Explore the activity, then respond to the questions that follow.

## **3. Reflect on Your Learning**

Review and complete your notes. Write a final reflection on the session.

## **4. Add Literacy Routines**

Develop ideas for additional routines that use your classroom environment.

## **5. Create a Literacy Center**

Compile the final design for your literacy center, and plans for the routines it will support.

## **6. Create a Handbook**

Submit a copy of your completed Handbook at the end of the workshop series.

## **For Next Session**

Go to session 2: Before You Watch. Review the Video Summary and complete the Session Preparation activities.

# Related Resources

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## Professional Resources

Cunningham, P., D. Hall, and J. Cunningham. *Guided Reading the Four Blocks Way*. Greensboro, N.C.: Carson Dellosa, 2000.

Fountas, I., and G. Pinnell. *Guided Reading: Good First Teaching for All Children*. Portsmouth, N.H.: Heinemann, 1996.

Fountas, I., and G. Pinnell. *Matching Books to Readers: Using Leveled Books in Guided Reading, K–3*. Portsmouth, N.H.: Heinemann, 1996.

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## Related Research

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## Classroom Excerpts Used in The Video

Classrooms shown in the video session are from *Teaching Reading K–2: A Library of Classroom Practices*.

*Assessment-Driven Instruction* with Hildi Perez

*Becoming Readers and Writers* with Sheila Owen

*Building Oral Language* with Cindy Wilson

*Connecting Skills to Text* with Charmon Evans

*Staying on Topic* with Martha Duran-Contreras

*Students Making Choices* with Becky Pursley

*Writer's Journal* with John Sinnett



## Classroom Community Chart

### Instructions:

Before you begin the session, record:

- the literacy elements of your classroom environment, and
- the routines you have in place for students to use this environment.

By the end of the session, record:

- the new routines developed for your classroom.

Literacy Environment	Routines in Place	New Routines
Word Wall	Whole class reads words	Whole class reads words



**Instructions:**

As you watch Dr. Paratore's lecture, use the posters to note important information.

## Session 1: Literate Community Lecture Poster

Effective teachers provide:	
Easy access to high-quality books diverse in:	<ul style="list-style-type: none"><li>• levels of difficulty</li><li>• genre</li><li>• topic</li><li>• cultural representation</li></ul>
Purposeful and strategic room and wall displays	
Classroom routines that:	<ul style="list-style-type: none"><li>• require purposeful reading, writing, listening, and speaking</li><li>• maximize the amount of time children need to write extended text</li></ul>