



Department of
Education

Read to be Ready

Responding to Texts Through
Interactive Speaking and Writing
Activities

Objectives

- Recognize the hard work and dedication of our Read to be Ready Coaches
- Celebrate the success that has occurred and identify causal factors that led to these successes
- Consider characteristics that encourage and foster learning
- Investigate how interactive speaking and writing fit within the framework for *Teaching Literacy in Tennessee*

The logo consists of a red square containing the white letters 'TN' in a serif font. Below the red square is a thin horizontal blue bar.

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Opening Celebrations

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Coach of the Month

Read to be Ready Content Review Committee

- **Kristen Brockman** – Teacher, Hamblen County Schools
- **Rachel Campbell** – Teacher, Elizabethton City Schools
- **Carissa Comer** – Read to be Ready Coach, Putnam County Schools
- **Tracy McAbee** – Principal, Polk County Schools
- **Krista Murphree** – Teacher, Rutherford County Schools
- **Tyler Salyer** – Assistant Principal, Collierville Schools
- **Lynn Tschaplinski** – District Elementary Reading Coordinator & Reading Specialist, Oak Ridge City Schools

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Module 1: Being a Learning Leader

Characteristics that Foster Learning

- The responsibility for learning is shared.
- There is a commitment to ongoing learning.
- Learning is grounded in the work of students and teachers.
- Learning takes place in an atmosphere of inquiry.
- Learning is accomplished through conversation.
- Data are used for practical purposes.
- Communication takes place within and beyond the community.

Lyons & Pinnell, 2001

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**Reflect on
Past Learning**

Reflect on Past Learning

“Improving teaching requires the kind of deep focus on content knowledge and innovations in delivery to all students that can only come when teachers are given opportunities to learn from experts and one another, and to pursue teaching as a scientific process in which new approaches are shared, tested, and continually refined across a far-flung community.”

Collins, 2010

Directions

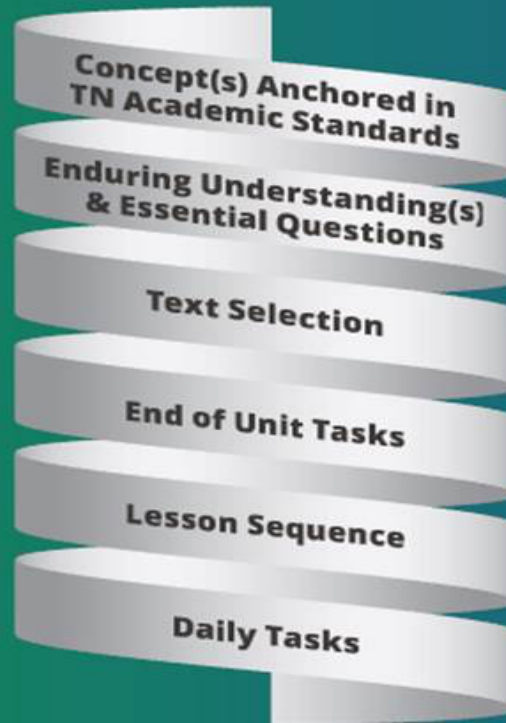
- Use the snowball protocol
- Record three reflections (one per sticky note).
 - Toss your snowballs until the music stops.
 - Pick up three snowballs.
 - Do an open sort at the table. Once sorted, add anything that might be missing.
 - Label your sort using the sentence strips.
 - Share with whole group.

Framework for Teaching Literacy in Tennessee

FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.

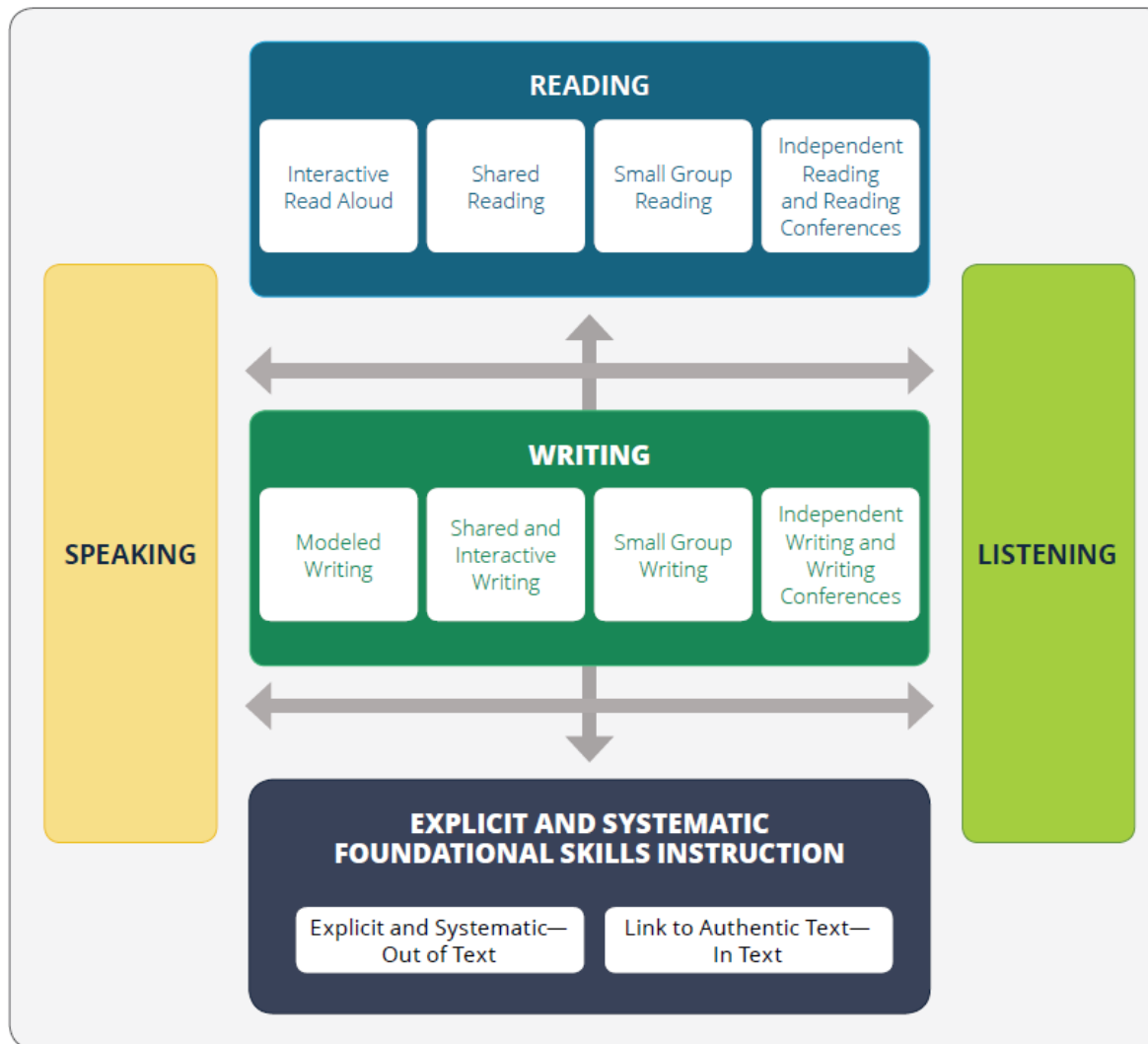


STUDENT NEEDS

Students should always be at the heart of instructional decision making. Teachers should consider what standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

Designing units is not a completely linear process. Teachers should continually think about the integration of standards and student needs as they plan units.

Elements of the Literacy Block



Closing Words

“Just as one rain shower will not grow a field of flowers, one person or group will not devise a plan that transforms our educational system perfectly. But if we can learn to offer ideas grounded in imagination, grown with hope, and empowered by action and belief, we will be well on our way toward creating something new.”

Reynolds, 2014



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Break



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