

Integrated Reading & Writing Strategies for K-5

Misty Pohly

Purpose & Goals

- Provide instructional strategies that integrate reading and writing skills
- To walk away with strategies that can be implemented immediately
- To prepare a lesson using strategy of choice

- “Reading is the only out-of-school activity for 16-year-olds that is linked to getting a managerial or professional job later in life.” –University of Oxford, 2011
- “Reading reveals how writers write.” Donalyn Miller

Reading and Writing Integration

- Writing before, during, and after reading helps build:
 - Background knowledge
 - Makes text relevant by making connections
 - Makes text more comprehensible

Mini- Lessons

Shared Reading Strategies:

- Word Sort & Wonder
- Read, Search & Retell
- Power Write

Literacy Tasks (Read to Someone)

- ★ K-2 Use sight word cards for students to find while their partner is reading
- ★ 3-5 Blank cards in the station, students write the most important words from their book for their partner to sort as they read.

Word Sort, & Wonder: Polar Bear text

- Read text with a partner or whole class
- Word-Sort-Wonder
- Chose 1 word from word cards that reminds you of something: Share
- Chose another word and link them into a statement: Share
- Chose yet another word and link them into a statement (total of 3 text related words used)

Read & Search & Retell

- Re-read same article
- Partner “A” reads
- Partner “B” arranges word cards in order as they appear
- Retell what partner A read, using the words that you arranged in order

Quick Write

- Great way to get short bursts of writing across the curriculum
- Support retention
- Support content vocabulary

- Write as much as you can, as fast as you can about polar bears, adaptations, or biggest hunters on land.
- Students share with a partner.
- Count the number of words written by each person. Give a prize for the most words written.

Mini- lessons

Read Aloud

- Notice and Note Strategies
- Say Mean Matter
- Readers Response Cards

Literacy tasks (Read to Self, Read to Someone and Listening)

- ★ Reflection Journals
- ★ Sign post reading log or Say Mean Matter
- ★ Choice board

Notice and Note

(Beers and Probst 2013)

- ★ Signposts
 - Contrasts & Contradictions
 - Aha! Moment
 - Tough Questions
 - Words of the Wiser
 - Again & Again
 - Memory Moment

Say Mean Matter

- Teacher reads text aloud
- Students underline or highlight anything they found interesting
- Say- Teacher pinpoints a section or line to focus on
- Mean- Students discuss and respond
- Matter- text connections, author's purpose
- Repeat
- End with Short Answer Response
- Share

Reader's Response Cards

- Read a text or an article **without** questioning the students during the reading
- Draw a card or pre-plan your question for group or partner discussion
- Share with whole class
- Write a summary in the reflection journal

Mini- Lessons

Writing

- Mentor Text
- Sentence Thief

Literacy tasks:

- ★ Author's purpose spirals
- ★ Text organization spirals

Read & Roll

- Read a chunk of text
- Stop and roll
- Students complete corresponding activity using bookmark
- End with a Quick Write

Mentor Text

Reading

- Highlight what the author did as a writer.
- Read and Roll

Writing

- Copy the strategy used by the author.
- Mechanics or grammar skill- apply it that day to their writing
- Text organization

Sentence Thief

Just like a word wall!

Steal sentences from great writing

Students mimic the sentence.

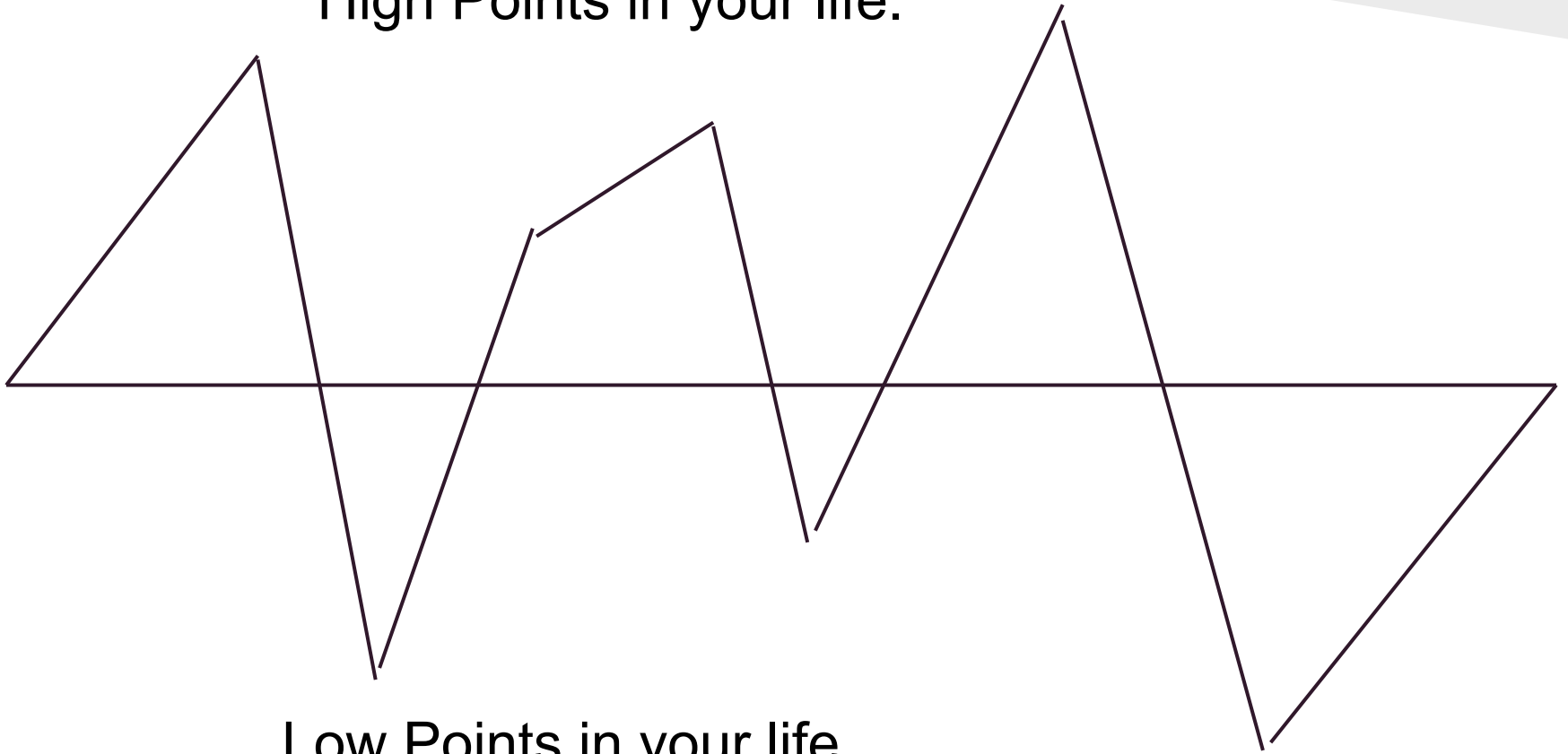
Organize the wall like a writing piece.

Literacy Task

- ★ Students use the sentence wall to “steal” sentences

Create a Life Line

High Points in your life.



Low Points in your life.

Tying It All Together

- When we read, we must also write
- Delving into “bits” of texts creates deeper understanding of text
- Reading and writing is balanced literacy
- Reading and writing is for all content areas; not just ELAR

Time to Plan

- Choose a strategy from today and plan activity with your text
- Share out ideas

Thank you!

★ Q and A

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