Appendices

Click on the links below to access these appendix pages.

Appendix A	**Culture Matters**

If you get the culture right, everything else can follow. If you don't get the culture right, nothing else will matter.

▶ *Characteristics of a thriving, empowering, achieving culture*

Trusting

- Safety—physical and emotional
- All voices heard and respected
- Organization, schedules, procedures, routines
- Instructional walks and feedback—focused first on strengths

Collaborative

- Coaching, co-teaching, sharing lessons, "our students"
- Leadership team at school, district/provincial levels
- Common times to plan and work together; ongoing mentorship

Intellectual

- Level of questions, conversations, quality of feedback
- Professional *Literacy* Communities
- Shared beliefs and common language connected to "best" practices
- Challenging curriculum connected to real-world issues

Responsible

- Assessment—balanced, used to improve student learning
- Literacy plan—workable, improves student learning
- Initiatives, limited

Equitable

- Resources (includes technology)
- Opportunities

Joyful

- Celebrations
- Appreciations
- Positive mind-set

| Appendix B | A Healthy and Thriving School Culture |

▶ *High achievement and good test scores are a by-product*

Self-Evaluation: 1 = Not yet; 2 = On the way; 3 = Getting there; 4 = Achieving;
5 = Thriving

◆ **Solid Infrastructure**—physical, mental, and emotional operating system

  ☐ High trust levels—personal and professional; safe, risk-taking climate
  ☐ Shared beliefs that align with research-based literacy practices
  ☐ Exemplary leadership—principals, teachers, administrators; leadership team
  ☐ Efficient and effective use of schedules, resources, technology, time, management
  ☐ Challenging and viable curriculum with alignment across the grades
  ☐ Deep engagement with community and families—welcoming school
  ☐ Celebration and joy in reading, writing, thinking, creating, learning

◆ **Cohesive Professional Learning**—relevant and ongoing, not "random acts of professional development"

  ☐ Collaboration and mentoring—daily
  ☐ Intellectual environment of inquiry and high-level questioning
  ☐ Well-planned professional learning in both vertical and horizontal teams; strong leadership team
  ☐ Continuous learning, with practical application to the classroom leading to greater student learning

◆ **Focus on Student Learning**—student-based, not standards-based; equitable

  ☐ High expectations for all learners
  ☐ Responsive teaching
  ☐ Data used to move student learning forward
  ☐ Smart and sane reading and writing priorities
  ☐ Balanced assessment, mostly formative
  ☐ Self-determining learners

A Healthy and Thriving School Culture (continued)

- **Important Conversations**—focus and priorities

  - Important questions being asked (success depends on asking the "right" questions—about data, learning, students, curriculum, texts—with appropriate smart answers); *What if? How might we? Why not try?*
  - Useful feedback to students, to teachers
  - Open communication—opportunities to hear all the voices; speaking and listening; self-directed conversations
  - Instructional walks ongoing (see Routman 2014), not just teacher evaluations

- **Authenticity**—Real-world audience and purpose for writing and reading

  - Whole-part-whole instruction
  - Choice within structure
  - First-rate resources, programs, curriculum, texts; smart use of technology
  - Personal and cultural relevance of "the work"

| Appendix C | **Lesson Plan Framework/Overview** |

(See sten.pub/literacyessentials for entire lesson plan framework)

▶ *Topic: Endangered Animals, Environmental Stewardship, and Sustainability*
Strathmillan School, grade two–three class, Winnipeg, Manitoba, Canada

Note: Content in italics and the four big focus questions on page A6 can be adapted to any curricula study of importance, such as human rights and the rights of the child, refugee crisis, immigration, endangered environments, the role of government, and much more.

Overarching Goals and Outcomes

Uppermost in our planning, teaching, and assessing: focus in depth on real-life issues and questions so significant, relevant, and fascinating that students' literacy and learning lives would be permanently and positively affected. We looked at the curriculum for the big ideas, overlap between subject areas, and content worth knowing for a lifetime.

Specific Goals/Learning Outcomes

The following goals and outcomes align with teaching for deep understanding, integrating the language arts (reading, writing, speaking, and listening, as well as the arts) and standards into the actual science and social studies curriculums, and connecting "the work" to real-world issues, audiences, and purposes.

◆ *Understand* the importance and impact of sustainability, stewardship, and the relationship between people and the land as connected to protecting endangered species.

◆ *Recognize* that a sustainable environment is essential to human and animal life (in this case the polar bear, the first animal added to the endangered species list due to global warming).

◆ *Assess* the impact of human interaction and climate change on our environment.

◆ *Advocate* for needed environmental change, propose solutions, and live in ways that respect principles of environmental stewardship and sustainability.

- *Create* informative/explanatory/persuasive texts to examine an important and relevant topic/problem/issue (in this case, endangered polar bears).

- *Communicate* information clearly in a variety of texts and online formats (such as video, blogs, podcast, song, rap, display, chart, brochure, letter, editorial, commentary, interview, booklet, picture book for students, pamphlet, advertisement, oral presentation, school bulletin board, and so on).

Big Focus Questions

- *What do we know about* polar bears and their current habitats?

- *What are the issues* polar bears are facing and their causes?

- *Why does it matter?*

- *What can we do* to make a difference?

Planning for Engagement, Excellence, and Equity: Considerations

- *Immersion in topic with first-rate resources*—literature, video, podcasts, websites, primary sources such as news articles, speakers, teacher-librarian

- *Skills to teach*—read and view nonfiction resources in multiple mediums, recognize and apply text features, determine main ideas with important supporting details, take notes in own words

- *Supportive classroom environment*—charts, resources, and pertinent information readily available and accessible to all students—for example, books on topic that accommodate a variety of reading levels

- *Connections to other subject areas*—math, art, writing

- *Audience and purpose to make writing meaningful and authentic*—critical if we expect students to invest full efforts in writing craft, revision, editing, and so on

- *Choice within structure*—within required framework, students have choices (see sign-up chart photo on page 91)

- *Scaffolding and sufficient guided practice*

- *Conferring and public conferencing*

- *Publishing options*

Let the Frontloading Begin!

- *Read, study, and discuss multiple examples and characteristics of the genre*, in this case nonfiction related to our study.

  - *Allow sufficient time to go deep*; in this study it was three weeks.
  - *Discuss with students purpose of study and the frontloading.*
  - *Read aloud* throughout the week a variety of excellent nonfiction texts.
  - *Discuss what we notice and chart responses*. (See charts on increasing knowledge about content and format in online lesson plan.)
  - *Notice text features*: titles, subtitles, illustrations and pictures, labels, diagrams, maps, charts, fun facts, table of contents, glossary, fonts and use of bold type.
  - *Emphasize vocabulary*: teach and post essential words to understand.
  - *Apply the Optimal Learning Model* (see page 136–146 and visuals).

- *Constantly check for understanding as you go along*—formative assessment in action—and adjust instruction to meet students' needs and interests.

  - *Turn and talk with a partner*
  - *Small-group work*
  - *Examining notes students are taking*
  - *Information gathering on charts—accuracy, depth, content, vocabulary*
  - *Quality of student talk, engagement, and efforts*

Appendix D	**Technology Tools That Help Support Schoolwide Literacy Learning**

By Trish Richardson

Note: Asterisks indicate my favorite apps, websites, or technology tools that I use on an ongoing basis.

Technology in the classroom can be used to meet a variety of learners' needs; it can support and enhance reading and writing in the classroom; it can increase audience and showcase creativity; and it can help connect students, families, and staff members throughout the school and community. Here are apps and programs that support authentic, purposeful reading and writing in the classroom and school.

Simple but Powerful Uses of Technology Tools

Simple technology can sometimes be the most purposeful.

Smartphone camera*—Using the camera on your phone to photograph student learning can be powerful. Photographs could include students in action or a simple photo of a favorite quote or title that inspires writing and reading. These can be shared with the class as you reflect at the end of class or saved to share with families.

Video*—Create videos to share knowledge. When students can publish their writing through video, it allows for a different level of creativity by thinking beyond the lines of the paper. Video allows for students with different needs and learning styles to share their thinking easily. Students can record book talks and book reviews. Try green-screen presentations to allow student videos to be set in faraway locations. Increase the audience by uploading these videos to **YouTube**. Turn on the **dictate** function on your device. Most tablets and iPads allow you to talk to your device while it converts your words into text. This can be helpful as a way for students who are reluctant writers to get their ideas out quickly.

Technology Tools and Apps for Collaboration and Audience

Creating digital spaces for both staff and students of all ages to take part in online learning communities is a powerful use of technology. Teaching students to communicate and take part in online communities is important as they learn to become digital citizens. Increasing the audience allows for greater purpose, ownership, and pride for writers of all ages.

Appendix D	**Technology Tools That Help Support Schoolwide Literacy Learning (continued)**

Padlet* or **TodaysMeet*** are virtual walls where you can share ideas or questions on a specific topic. A free account can easily be set up, as well as a variety of different pages on different topics. These can be accessed with a URL. Pages can be saved or added to blogs. They can also be used at staff meetings to collect reflections and questions. Both **Padlet** and **TodaysMeet** allow you to control privacy settings for who has access and who can add to these virtual walls.

Twitter is a form of social media or networking categorized as "microblogging." It is easy to use and to connect with a community of online educators. Educators can create a classroom Twitter account and share daily and weekly events with families about learning. In higher grades it is a great way to encourage collaboration and sharing of ideas, answering questions, and writing short reflections or recaps. Use hashtags such as #edchat and #engchat to connect with other educators.

Google Drive* allows you to keep photos, writing, and videos in an online storage space that can be accessed from a variety of devices. You can keep it private, but it can be highly effective for collaborating and sharing a document with others. Staff members or students can work on or view the same document with a unique link and see the changes being made as they are working.

Skype* allows you to make Internet calls via your computer, television, or phone. Skype paired with a webcam allows you to have video calls with people in faraway locations. It's a wonderful way to bring the world into your classroom.

Technology Tools for Sharing Learning and Ideas

Technology expands the possibilities for the traditional classroom newsletter and other communications. Students can be a big part of the sharing, reflecting, and learning. Many of these technology tools increase the audience for the writing, allowing families to comment on and participate in the learning the same day the learning happens.

Blogger is a blog-publishing service. Blogs are great ways to share your class's learning. Teachers can blog pictures and updates about the class, and students can be involved in writing and publishing on a blog. **Kidblog (kidblog.org)** is a safe, kid-friendly, and simple way to set up a class set of blogs for your younger students.

Technology Tools That Help Support Schoolwide Literacy Learning (continued)

Instagram* is an online photo-sharing network service. Create a classroom Instagram account and post short videos or photographs about what is happening in the classroom or at the school. It is an effective way to communicate and share with families.

iTunes U is a free app for all Apple devices. You can search and have access to a variety of digitized courses and information at a variety of levels. If your school district has an iTunes U site, you have access to create, edit, and manage your own courses. Schools or divisions can create a course and share information and articles with staff on a variety of topics, including literacy beliefs.

QR codes* (Quick Response) are machine-readable codes that can be scanned by a smartphone or tablet. They are easy to create and are useful for sharing Internet links. This is one of my favorite things to create, either for sharing a great website with students or for sharing a link to a presentation the class created on a bulletin board or in a newsletter. There are a variety of free QR-code generators that can be easily found online. Try using **Google's web link shortener** by going to goo.gl. One of the features of Google shortener is that it allows you to create QR codes for free.

Remind is a free service that enables teachers and administrators to send out quick texts to parents and students. Texts can be preset and scheduled to be sent at specific times. It can be used to send out reminders of upcoming events or assignment due dates. Some teachers also use it to send out links to interesting articles.

Technology Tools and Apps for Creative Multimedia Presentations

Introducing and modeling using a variety of technology tools enhances projects and allows you to address different learning styles and needs. Before beginning a project, always consider the audience and how best to share your project. Technology should be used to raise awareness, change minds, and make a difference.

Book Creator* is a child-friendly app for tablets that allows students and teachers to easily create e-books. A voice-dictation feature allows the child to speak into the device, and the dictation is then converted into digital text. This is very useful for reluctant writers or students who require extra support in writing. Pictures, photographs, video, and audio recordings can be added to the book. Class books or individually created books can be made into e-books or printed easily. Book Creator can also be used as a digital portfolio. Uploading the book to SlideShare allows you to share easily on the **SlideShare** site or embed the book on other sites, allowing for a greater audience.

Appendix D	Technology Tools That Help Support Schoolwide Literacy Learning (continued)

Comic Life is a tool that allows you to create your own comics. You can easily add photos of friends or your own drawings into the comics. Students can create their own graphic novels, comic strips, how-to guides, flyers, or storyboards. It can be used on a tablet or desktop computer.

GarageBand is software that turns your iPad, computer, or iPhone into a collection of instruments, allowing you to record and make music in a variety of settings. Students can record themselves reading their own writing or a favorite piece of text and layer in sound effects.

Haiku Deck is an easy way to create beautiful online slide presentations from a tablet or smartphone.

Popplet is an app that can be used to create graphic organizers such as webs, timelines, and other visual organizers.

ThingLink is an interactive online media platform that allows you to layer and add links, photos, and videos to presentations. It can be used with photographs, posters, maps, and family albums. For example, students can add links with more information onto a map or a picture of a community that they are studying.

iMovie* is a very student-friendly way for students to create films or Hollywood-style trailers. A variety of interesting templates can be used to create videos for sharing student learning. You can create book trailers or educational videos on a topic being studied in class.

SketchBook Express* is a digital drawing app for a tablet that includes a great variety of drawing tools and the ability to layer images. Text can also be added, which is useful for adding labels or text to artwork. Photographs can be added to and drawn on as well. It can be used for art creation and creative note-taking.

TypeDrawing, **WordFoto**, and **Patext** are apps that allow you to use typography to create artwork. Students can type in their own words or poems and then use these to draw with, turning poems and lists into visually poetic artwork.

Appendix D	**Technology Tools That Help Support Schoolwide Literacy Learning (continued)**

Word-Processing Tools and Note-Taking Tools

Effective word-processing tools allow you to collaborate, add photos and videos, and even use a stylus or a finger to write directly into your notes. If using iPads or tablets, consider investing in a set of **styluses** for the class to use for drawing, notetaking, printing, and handwriting. A stylus is a pen-shaped instrument similar to a pen that can be used on touchscreen devices.

Evernote* is an app for collecting notes in a paperless way. Notes can be accessed from a variety of devices using a log-in. Students can use it to create a digital portfolio, including photos and videos.

Notability is a great way to collect notes and information. It can combine handwriting, drawings, photos, audio, and type. Teachers or older students can use it to collect notes and add rubrics for assessment in a paperless way. Files and subfiles are easily created, allowing for a very efficient organizational system.

Wonderopolis* is a website that asks and answers "wonders" and questions. There is a new wonder every day. You can send in your own wonders, search previous wonders, or explore the wonder wall—and so much more!

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Appendix E	Talk Moves to Support Classroom Discussion

Revoicing *"So you're saying . . ."*	• Repeat some or all of what the student has said, then ask the student to respond and verify whether or not the revoicing is correct. Revoicing can be used to clarify, amplify, or highlight an idea.
Repeating *"Can you repeat what she said in your own words?"*	• Ask a student to repeat or rephrase what another student said. • Restate important parts of complex ideas in order to slow the conversation down and dwell on important ideas.
Reasoning *"Do you agree or disagree, and why?"* *"Why does that make sense?"*	• After students have had time to process a classmate's claim, ask students to compare their own reasoning to someone else's reasoning. • Allow students to engage with each other's ideas. • Student: "I respectfully disagree with that idea because . . ."; "This idea makes sense to me because . . ."
Adding On *"Would someone like to add on to this?"*	• Prompt students, inviting them to participate in the conversation or to clarify their own thinking. • Student: "I'd like to add on . . ."
Wait Time *"Take your time . . ."*	• Wait after asking a question before calling on a student. • Wait after a student has been called on to give the student time to organize his or her thoughts. • Student: "I'd like more time . . ."
Turn and Talk *"Turn and talk to your neighbor . . ."*	• Circulate and listen to partner talk. Use this information to choose whom to call on. • Allow students to clarify and share ideas. • Allow students to orient themselves to each other's thinking.
Revise *"Has anyone's thinking changed?"* *"Would you like to revise your thinking?"*	• Allow students to revise their thinking as they have new insights. • Student: "I thought . . . But now I think . . . because . . ." "I'd like to revise my thinking."

Source: Elham Kazemi and Allison Hintz, *Intentional Talk: How to Structure and Lead Productive Mathematical Discussions* (Portland, ME: Stenhouse, 2014), p. 21.

Appendix F Removing Roadblocks to Reading: 10 Surefire Routes

1. **Provide more time and choice to read every day**—first priority (nonfiction, fiction, graphic texts, comics, news articles, series books, texts in various genres, etc.).

2. **Provide easier access** (classroom library of culturally relevant literature, not leveled, including e-books).

3. **Require less writing** (in response to reading).

4. **Encourage more book talk** (student, self-directed conversations; book clubs, not just whole class).

5. **Give more time to sustained silent independent reading** (mainstay of reading program; includes monitoring through conferring—especially one-on-one to ensure students deeply understand what they read; more likely with other nine factors in place).

6. **Put guided reading in its rightful place** (temporary scaffold, students doing most of the work).

7. **Do more reading aloud** (great way to introduce new books, authors, and series, notice author's craft, and build vocabulary).

8. **Ensure fluency for youngest readers** (natural-language texts, rereading, partner reading, Readers Theatre).

9. **Do more shared reading** (especially of student and class-authored texts).

10. **Demonstrate reading processes** (teacher as a reader—thinking aloud, choosing books, figuring out vocabulary, reading closely, self-monitoring, rereading, questioning, strategizing, applying what we know, inferring meaning from text and life experiences).

Appendix G	12 Writing Essentials for All Grade Levels

Teach these essentials well in any genre or content area; with guidance and sustained practice, students can adapt and transfer their use to all real-world writing.

1. *Writing with a specific reader in mind* and a clearly understood purpose

2. *Reading deeply, with a writer's perspective*

3. *Choosing an appropriate topic* (choice within structure) and narrowing the focus; deciding what's most important to include for the reader

4. *Applying agreed-upon writing criteria* to the particular writing piece

5. *Organizing the writing* in a logical, easy-to-follow style (prewriting, putting like information together; elaborating with pertinent details, explanations, and evidence to express main ideas; knowing when and what information, words, and visuals to include; paragraphing; using transitions to make it easier for the reader)

6. *Communicating clearly* in an efficient, effective, and even elegant manner

7. *Applying author's craft* and playing around with language to engage, enchant, persuade, and educate the reader (includes composing satisfying lead and closure)

8. *Writing with a personal style* that illuminates the writer's personality (may include dialogue, humor, point of view, writing stance)—writer's unique voice

9. *Rereading, thinking, and rethinking in act of composing* (includes revising and editing along the way, assessing, self-evaluating, writing as a recursive process)

10. *Employing correct conventions* (spelling, punctuation, capitalization, grammar, legibility)

11. *Ensuring accuracy in facts*, analysis, sources, visuals, websites consulted, etc.

12. ***Taking responsibility for producing effective writing*** (immersion in particular genre, drafting, revising, organizing, using technology wisely, proofreading, sustaining the writing effort, editing, self-evaluating, and doing whatever is necessary to ensure the text is meaningful and clear to the reader as well as accurate and engaging)

These essentials are applicable in grades K–12 and beyond. The actual writing skills we teach across the grades are similar, which precludes the need for a separate list of skills for every grade level. What changes are the depth, complexity, length, and variety of texts students compose and the amount of writing support and practice students require. Also, although students do need to know and understand the particular attributes that define each genre and content area, successful writing in a specific genre or content domain involves being able to apply the writing essentials that are part of all effective writing.

(Adapted from Regie Routman, *Writing Essentials*, Portsmouth, NH: Heinemann, 2005)

College and Career Readiness Anchor Standards for Reading

Note: We accessed the standards for reading and writing at, respectively, http://www.corestandards.org/ELA-Literacy/CCRA/R/ and http://www.corestandards.org/ELA-Literacy/CCRA/W/.

The grades K–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Quick Summary of Effective Practices That Promote Equity

- Highly knowledgeable, experienced teachers
- Valuing and validating students' and families' stories and culture
- Shared writing and shared reading
- Scaffolded conversations
- More face-to-face time with teacher, less technology
- Small-group work
- Emphasis on oral language and vocabulary
- Asking high-level questions
- Optimal Learning Model (OLM)—responsive teaching in action, differentiation, whole-part-whole teaching
- Hearing all the voices—lots of opportunities for conversations
- Not giving the "right answer"—expecting students to figure it out
- Seeing failure as a learning tool
- Extensive libraries—diverse collections with easy access
- Choice within structure
- Schedules that promote integration and large blocks of uninterrupted time
- Interventionist working in classroom; students not removed
- Reading aloud literature that reflects students' cultures
- More student choice
- Respectful language
- Flexible grouping (heterogeneous, cross-racial, short term)
- Cutting back on tracking; at least in ninth grade, doing away with honors English and history
- Bilingual and dual-language programs
- Ensuring physical and psychological safety
- Adequate funding
- First-class resources