

**Blurring the Lines: Facilitating an Integrated
Reading and Writing Workshop
Illinois Reading Conference**



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Literacy Workshop

What?

An integrated workshop where students are applying the strategies, skills, habits, and behaviors of literacy learners while engaged in the reciprocal processes of reading and writing.

When?

Literacy Workshop occurs based on the following:

- Students' needs
- Curricular expectations and integrated learning standards
- Optimal opportunities to blend reading and writing processes

Why?

- Illuminates the synergy among book experiences, life experiences, and the written word.
- Focuses on integrated big ideas—big-picture learning.
- Equips students with future-ready habits of mind.
- Streamlines planning.
- Increases time for shared demonstrations and independent learning.

Source: Walther, M. P. & Biggs-Tucker, K. (In Press). *Blurring the Lines: An Integrated Reading and Writing Workshop*. Stenhouse.

Literacy Workshop Mentor Texts

Berger, S. (2018). *What if...* (M. Curato, Illus.). New York, NY: Little Brown Books.

What if...is the question that a young girl is faced with as she ponders her own creativity and ability to express herself. She has a wonderful imagination, but will she continue to share it with others if she no longer has her paints, pencils, and other "tools" that she uses to express herself. Her answer will be one that will inspire all of us to create and imagine, no matter what!

Chung, A. (2018). *Mixed*. New York, NY: Henry Holt.

In the beginning there were three colors - red, blue, and yellow. Then, the unthinkable happened and things changed between the three "primary" colors. When it looked like the separation between the colors was going to be permanent, a new color came along and changed everything!

Denos, J. (2017). *Windows*. (E. B. Goodale, Illus.). Sommerville, MA: Candlewick Press.

What happens when you go out for a walk in the early evening? What will you see? Will you see neighbors, pets, or other surprises while you are out? Windows hold so many interesting things for someone who is willing to take the time to look inside.

Lessons Based on Integrated BIG IDEAS: Strategies and Habits of Literate Citizens		
Reading	Common Thread	Writing
<p>How do I make choices in my reading?</p> <p>How do my choices help me grow as a reader?</p>	<p>Choice</p> <p>Why are choices important in our daily lives?</p> <p>How do we learn to make choices?</p> <p>How do literacy learners make choices in their reading and writing lives?</p>	<p>How do I make choices in my writing?</p> <p>How do my choices help me grow as a writer?</p>

<p>How do I challenge myself in my reading?</p> <p>How do challenges in my reading help me grow as a reader?</p>	<p style="text-align: center;">Challenge</p> <p>What are the habits and behaviors of people who challenge themselves?</p> <p>How do I apply these behaviors in my daily life?</p>	<p>How do I challenge myself in my writing?</p> <p>How do challenges in my writing help me grow as a writer?</p>
<p>How do I keep reading even when it's challenging?</p>	<p style="text-align: center;">Persistence</p> <p>What are the habits and behaviors of persistent people?</p> <p>How do I apply these behaviors in school and in my daily life?</p>	<p>How do I keep writing even when it's challenging?</p>

Source: Walther, M. P. & Biggs-Tucker, K. (In Press). *Blurring the Lines: An Integrated Reading and Writing Workshop*. Stenhouse.

Mentor Texts for Choice

Kerascoet. (2018). *I walk with Vanessa: A story about a simple act of kindness*. New York, NY: Schwartz & Wade.

Vanessa is the new girl at school and when a classmate sees her being treated badly tries to think of a way that she can help. When she thinks of a one, her simple act of kindness inspires those around her to make a difference in the life of one little girl and ultimately others in their community.

Kraegel, K. (2017). *Green pants*. Somerville, MA: Candlewick Press.

Jameson only wears green pants. When asked to be in his cousin's wedding, he learns that he won't have a choice in what he wears. He has to wear a black suit. He doesn't want to wear that, but then his mother explains him that he cannot be in the wedding. Will he give up his clothing choice so that he can be in the wedding or will he miss sharing the day with someone that he cares about very much?

Mentor Texts for Challenge

Clark-Robinson, M. (2018). *Let the children march*. (F. Morrison, Illus.). New York, NY: Houghton Mifflin Harcourt.

It was 1963 and the children of Birmingham, Alabama were inspired by the words of Martin Luther King, Jr to march in the place of their parents to protest the unfair practices of discrimination in their community. Faced with hate speech, violence, and even arrest, these children held the line and made important changes in their community, inspiring others across the nation to continue to fight for civil rights.

Santat, D. (2017). *After the fall*. New York, NY: Roaring Brook Press.

Have you ever wondered what happened to Humpty Dumpty after his infamous fall off the wall? Did he recover? Did he have physical scars and maybe a few emotional scars too? In this book, we learn of how he tries to come back after his fall to become not only the Humpty Dumpty he was "before," but maybe one that is actually better and improved in ways he never imagined.

Mentor Texts for Persistence

Clinton, C. (2018). *She persisted around the world: 13 women who changed history*. (A. Boiger, Illus.). New York: Philomel.

A celebration of women from around the world who persevered and succeeded in their own unique ways against all odds. This book serves as a reminder to young women (and men) to find your own voice and stand up for what you believe in no matter what people tell you.

Na, I. (2018). *The dreamer*. San Francisco, CA: Chronicle Books.

The story of a pic with a dream to fly. He has watched birds and now he wants to create a plan to make his dream come true. As he works to create a perfect flying machine, he learns that what he loves the most is simply sitting quietly and watching the birds fly.

Bardoe, C. (2018). *Nothing stopped Sophie: The story of unshakable mathematician Sophie Germain*. (B. McClintock, Illus.). New York, NY: Little Brown Books for Young Readers.

The story of eighteenth-century mathematician Sophie Germain whose love for math couldn't be stopped even when her parents took her candles away to keep her from doing her math at night. When a professor discovered her math brilliance from some calculations sent to him under a male name, she began her journey of convincing others that women could solve even the most challenging problems...even being recognized as mathematicians in a male dominated field!

Aronson, B. (2018). *Melia and Jo*. (J. Oxley, Illus.). New York, NY: HMH Books for Young Readers.

Melia is scientific and Jo is creative, but they are best friends who love to make things. When they put their minds together to make something, amazing things happen!

Lessons Based on Integrated BIG IDEAS: Integrated Big Ideas		
Reading	Common Thread	Writing
<p>How do themes help me better understand the books that I read?</p> <p>How do different themes help me to understand myself as a reader and a person?</p>	<p>Theme</p> <p>How does theme help me better understand myself as a literacy learner?</p> <p>How does theme help me to understand the world and my place in it?</p>	<p>How can I develop themes in my own writing?</p> <p>How can I learn about myself as a writer as I develop different themes in my own writing?</p>
<p>How can point of view help me to understand the books that I read?</p> <p>How do different points of view help me to understand myself as a reader and a person?</p>	<p>Point of View (RL 6)</p> <p>How does point of view help me to understand myself as a literacy learner?</p> <p>How does point of view help me better understand the world around me and help me be a person?</p>	<p>How can I develop point of view in my own writing?</p> <p>How can I learn about myself as a writer as I develop different points of view in my own writing?</p>

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Mentor Texts for Theme

Florence, M. (2017). *Stolen words*. (G. Grimald, Illus.). G. Grimard, Illus. New York, NY: Second Story Press.

A young girl asks her grandfather to say something to her in her native language, Cree. He tells her that he cannot because his language was "stolen" from him when he was a young boy. She then goes out to "find" his language to give back to him and searches for an understanding of how and why his language was taken from him.

Le, M. (2018). *Drawn together*. (D. Santat, Illus.). New York, NY: Disney-Hyperion.

A young boy visits his grandfather and they both feel frustrations because of their lack of ability to communicate verbally with each other. Then, through chance, they find that they have something in common that may give them the ability to communicate in a unique and unforgettable way.

McGhee, H. (2017). *Come with me*. (P. Lemaitre, Illus.). New York, NY: G. P. Putnam's Sons' Books for Young Readers.

The story of a young girl who is overcome with the fear in the world who goes to her father and asks what she can do. He takes her hand and takes her to do an act of kindness. The next day, her mother does the same thing. With each adult who says, "Come with me" - she is filled with hope for a better tomorrow.

Mentor Texts for Point of View

Kensky, J. & Downes, P. (2018). *Rescue & Jessica: A life-changing friendship*. (S. Magoon, Illus.). Sommerville, MA: Candlewick Press.

Rescue is a service dog who is preparing to be a seeing-eye dog. His trainer says that he isn't meant to be that type of service dog and begins preparing him for a different purpose. Jessica is a young woman who is dealing with losing her leg after the Boston Marathon bombing. When she sees another patient with a service dog, she decides to apply for one and eventually she is introduced to Rescue. Their relationship quickly forms and Rescue cares for Jessica in many ways fulfilling his dream of helping someone - the ultimate goal of every service dog!

Latham, I. (2018). *Can I touch your hair?: Poems of race, mistakes, and friendship*. (S. Alko & S. Qualls, Illus.). New York, NY: Carolrhoda.

Irene and Charles are working on a project and they don't know each other very well. They also aren't sure that they want to because all they see in each other are their differences. As they begin to ask each other questions, explore who they are, and deal with their misconceptions, they begin to understand that maybe they may have more in common than they think ...and could be friends after all!

Verde, S. (2018). *Hey, Wall: A story of art and community*. (J. Parra, Illus.). New York, NY: Simon & Schuster.

There is a wall who used to be a proud wall, but now it isn't, but Angel wants to do something to change that. With the help of his neighbors, he decides that he is going to make a difference in the life of not only the wall, but in his neighborhood through the use of art, music, and community.

Wenzel, B. (2016). *They all saw a cat*. San Francisco, CA: Chronicle Books.

The life of a cat is viewed from the point of view of many different animals. The reader has the opportunity to see that perspective affects what is seen and how it is perceived.

Yaccarino, D. (2016). *I am a story*. New York, NY: Harper Collins.

From the telling of stories around fires to cave paintings to the books that we hold in our hands, the history of "story" is shared reminding of us of how many different ways we share and continue to share stories with each other.

Professional Resources

Biggs-Tucker, K., & Tucker, B. (2015). *Transforming Literacy Teaching in the Era of Higher Standards, 3-5*. Scholastic.

Keene, E. O. (2018). *Engaging children: Igniting a drive for deeper learning*. Portsmouth, NH: Heinemann.

Walther, M. (In Press). *The Revved-Up Read Aloud: What to Say as You Turn the Page*. Corwin.

Walther, M. & Biggs-Tucker, K. (In Press). *Blurring the Lines: An Integrated Reading and Writing Workshop*. Stenhouse.