

Transforming Instruction:

THE POWER OF INTEGRATED LITERACY

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“If you want better reading scores, the science of reading says do not neglect writing, nor dispatch it to someplace else in the curriculum. When you feel especially pressured to improve reading achievement, that is the time to embrace more tightly the combination of reading and writing.”

-Tim Shanahan, February 2017 blog post



Example, using Mr. Ferris and His Wheel, by Kathryn Gibbs Davis (2014)

R.3.3 Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text.

W.3.2 Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations.

Kathryn Gibbs Davis helps the reader understand how everything George Ferris did, including his reactions to others, kept the story moving. I'm going to read this part again, where George was told *no* one last time, to when he finally got the go-ahead to build his wheel, but didn't get any support to do it. But as we talked about, George was very determined, and wouldn't be stopped. Let's look at how the author shows this (reread banker page to ordering parts page). Kathryn didn't just say "George was determined and didn't give up." She chose very specific dialogue and actions that would really *show* it. The dialogue and action that Kathryn included were purposefully chosen to really show George's determination. His words and actions show how much he believes in his invention, and that nothing will stop him from seeing it come to life. And it was because of this that he was able to move forward with building the Ferris Wheel.

It's very important to pay attention to exactly what characters say and do—and *how* they say it and *how* they do it—to really understand how it affects the way the story goes. As readers, we can keep our eyes open for these clues every time a character says or thinks something, especially when it's a reaction to another character. This, along with the actions the character does, as well as the words they say, also helps us better understand the character.

As writers, we do the same thing for our own readers. We, too, need to be very careful to choose just the right dialogue and just the right action, especially when a character interacts with another. The words and actions we include will not only help our reader better understand our character, but the words and actions we choose to include will also help to move the story forward. The particular words and actions that push the story forward are the ones writers focus on the most. We, too, can include just the right dialogue, just the right actions, and just the right reactions to others that will not just move our story forward but also show what our characters are like at the very same time just like Kathryn Gibbs Davis does. Let me show you how. (Turn to model piece, where the problem and character is already clearly established. Think aloud about what the next event in the story will be, and collaborate with students on what the character might say and do. Include nixing examples that will not move the plot forward. Model thinking through how the suggestions should be written.)



Steps to remember:

1. Know your goals, starting with writing and language
2. Repeat for reading and foundations
3. Align
4. Mine the texts
5. Comine

Example Week: 120 Min

Monday	Tuesday	Wednesday	Thursday	Friday
Phonics/Word Study (30)				
IRA (30)	Combined Reading/Writing Lesson (20)	Combined Reading/Writing Lesson (20)	Combined Reading/Writing Lesson (20)	Combined Reading/Writing Lesson (20)
Independent Reading/conferring/ SG (40)	Independent Work/conferring/ SG (50)	Independent Work/conferring/ SG (50)	Independent Work/conferring/ SG (50)	Independent Work/conferring/ SG (50)
Grammar/Conventions (20)	IRA/Shared Reading (20)	IRA/Shared Reading (20)	Shared Reading/Writing (20)	Shared Writing/Grammar/ Conventions (20)



Want to give it a try?
I'm here if you could use support!



Want support with planning more combined lessons? I've got you covered! Grab my FREE GUIDE, where I walk you through the step by step process of lesson planning from scratch!



Links to citations:

Shanahan blog:

<https://www.shanahanonliteracy.com/blog/how-should-we-combine-reading-and-writing>

Sedita blog:

<https://keystoliteracy.com/blog/connecting-the-ropes-integrating-reading-writing-instruction/>

IES Research Guide (2017):

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/508_WWCPG_SecondaryWriting_122719.pdf

RRQ Graham article:

<https://ila.onlinelibrary.wiley.com/doi/10.1002/rrq.332>