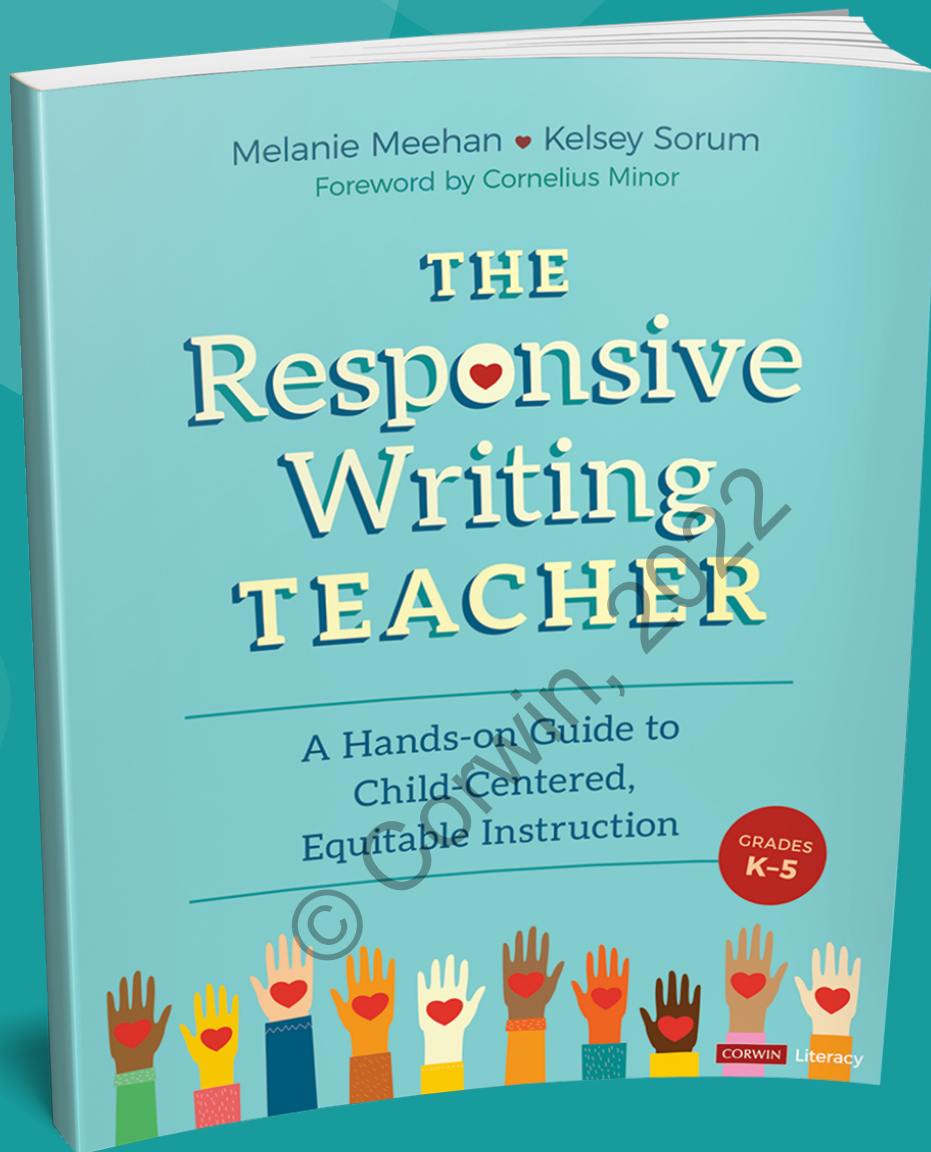


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Please enjoy this complimentary excerpt from *The Responsive Writing Teacher, Grades K-5*.

[LEARN MORE](#) about this title!



The Responsive Writing Teacher

Book Study



The Responsive Writing Teacher

Book Study

Welcome to the book study for *The Responsive Writing Teacher*. We know professional development is important to teachers, but we also recognize that there are a lot of demands on your time. We have deliberately designed this book study to be collaborative so that most weeks the group is splitting the recommended in-class activities among the members of the book study. All book study participants come to the group ready to share the in-class strategies and activities that they were assigned. That way everyone gets the benefit of all of the learning, strategies, and the activities shared in *The Responsive Writing Teacher* without having to personally practice every strategy.

By the end of the book study, as a group you will have:

- Developed a thorough understanding of the four domains of responsiveness—academic, linguistic, cultural, and social-emotional—and how they can help you become an even more effective writing teacher.
- Learned how to collect information on the students in your class and how doing so has a positive impact on student writing.
- Learned how to plan responsive instruction and how it strengthens your students as writers.
- Learned how to create/modify responsive classroom charts that enhance student learning.
- Learned how to select responsive mentor texts that provide mirrors and windows for the students in your class.
- Learned how to provide responsive demonstration texts that empower both you and your students as writers.
- Learned how to gradually release responsibility to students to create their own tools and resources.
- Worked collectively on 12 academic-responsive writing strategies/activities
- Worked collectively on 11 linguistic-responsive writing strategies/activities.
- Worked collectively on 11 cultural-responsive writing strategies/activities.
- Worked collectively on 8 social-emotional-responsive writing strategies/activities.

We've even created a [Responsive Writing Teacher Chart](#) for you so that you have a record of the activities/strategies that you and your colleagues have tried over the course of the book study with notes about what you did, what worked, and what you would change.

Thank you for selecting *The Responsive Writing Teacher* for your book study. And thank you for the hard (and joyful) work you do every day to teach writing to our children.



INTRODUCTION

Synopsis

- Defines the four domains of responsiveness—academic, linguistic, cultural, and social-emotional.
- Outlines the structure of the book.



During Reading

1. What are the challenges you are currently having with teaching writing in the classroom? How do you hope reading this book and participating in this book study will help you successfully address these challenges? Note your top three goals.

Goal 1 _____

Goal 2 _____

Goal 3 _____

2. Looking at the chart on page 5, think about what you are doing in the classroom and with students to ensure that the writing process addresses academic, linguistic, cultural, and social-emotional responsiveness. Make notes to discuss with the group.

NOTES:



As a Group

1. Share the challenges you are currently having with the writers in your classroom. Any similarities among groups?
2. As a group, chart your top three goals for the book study (you can revisit these as the book group progresses).

Goal 1 _____

Goal 2 _____

Goal 3 _____

Looking Ahead to Chapter 1

Based on your individual and team goals, select one activity from two of the four domains (see chart below) to complete prior to the next group meeting. Try to make sure that all activities are covered by at least one person in the group. You may want to split chapter one into two meetings, since knowing your students is so important to helping them discover their unique writing voice.

Academic Responsiveness	Linguistic Responsiveness	Cultural Responsiveness	Social-Emotional
Writing Skills (15–17)	Stages of the Development of English as an Additional Language (27)	Student Identity Web (31)	Information About Student Interests (42)
Writing Behaviors (21–22)	Speech and Language Development (28–29)	Identity Bingo (33)	Information About Writerly Habits of Mind (44)
Writing Process (24)		Identity Poetry/Art (34–35)	
		Information From Caregivers (38)	
		Classroom Identities at a Glance (39)	

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CHAPTER 1: Collecting Information About the Writers in Your Classroom

Synopsis

- Explains why collecting information about students (and their families) helps you better meet their needs as writers.
- Provides multiple ways to collect data on students using both formative and summative methods.
- Details the best way to collect information across the four domains of responsiveness—academic, linguistic, cultural, and social-emotional—and provides charts to help you collect and track information.

Reading Timeline (here's how you might divide the reading into manageable segments)

Day 1: Read pages 9 – 24

Day 2: Read pages 25 – 39

Day 3: Read pages 40 – 47



During Reading

1. Reflect upon this quote, “*Knowing the writers of a classroom community is one of the most important elements of instruction.*” (page 9)
2. Read about the activities you selected and plan how and when you will introduce your selected activity and what you hope to learn. [Note: that blank charts can be downloaded at resources.corwin.com/responsivewritingteacher. Simply find the chapter and chart # you are looking for.]



Into the Classroom (Prior to Group Meeting)

1. Execute your chosen activities using the charts and information provided. Feel free to modify these tools in the way that best makes sense for you and the students in your classroom.
2. Record what you did, what worked, and what would change on the [Responsive Writing Teacher Chart](#) at the end of this book study.



As a Group

1. Share your thoughts about the quote, “*Knowing the writers of a classroom community is one of the most important elements of instruction.*” (page 9)
2. Take turns presenting the activities you signed up for, noting what you did, what you learned, and what worked, what you might change going forward. [Note: Use your [Responsive Writing Teacher Chart](#) to take notes about activities your peers tried out in the classroom, so at the end of the book study, you’ll have a comprehensive overview of all the work done by the book study group.]



Into the Classroom (After Group Meeting)

1. Select an activity from each of the two domains you didn't personally cover and try them out in your classroom before the next group meeting. Remember to take notes on your [Responsive Writing Teacher Chart](#).
2. If there is time, spend 10–15 minutes in a colleague's class to watch how she uses one of the activities you selected with the writers in her classroom.

Looking Ahead to Chapter 2

Based on your individual and team goals and the students in your classrooms, select one activity (see chart below) from two of the four domains to complete prior to the next group meeting. You can do these activities individually or with a colleague(s). Try to make sure that all activities are covered by at least one person in the group.

Academic Responsiveness	Linguistic Responsiveness	Cultural Responsiveness	Social-Emotional
Planning Entry Points for Skills (54 – 56)	Planning Structures and Supports for Vocabulary Development (61)	Planning for Cultural Representation (67)	Planning for Meaningful Experiences and Shared Interests (69)
Predicting Barriers and Planning for Support (57) and Planning Differentiated Support (58)	Planning to Support Students With Emerging Multilingualism (62)		Planning Safe and Supportive Opportunities for Students to Take Risks and Work Collaboratively (70– 71)
	Planning to Support Students With Expressive Language Development (63)		
	Planning to Support Students With Receptive Language Development (64)		

CHAPTER 2: Planning Responsive Collection

Synopsis:

- Explores types of plans, which plans work best across the domains, how to predict barriers, and how to set up students for success.
- Shows how careful planning provides a balance of windows and mirrors not only for students in the classroom but also for the community at large.
- Details how to truly engage students through intellectual urgency, emotional resonance, perspective bending, and the aesthetic world.

Reading Timeline (here's how you might divide the reading into manageable segments)

Day 1: Read pages 49 – 58

Day 2: Read pages 59 – 64

Day 3: Read pages 65 – 73



During Reading

1. Think about texts that you currently use in the classroom that provide both windows and mirrors for children. How do those books help all students learn more not only about each other but also about their world?

NOTES:



Into the Classroom (Prior to Group Meeting)

1. Execute your chosen activities using the charts and information provided. Feel free to modify these tools in the way that best makes sense for you and the students in your classroom.
2. Record what you did, what worked, and what you would change on the [Responsive Writing Teacher Chart](#) at the end of this book study.



As a Group

1. Take turns presenting the activities you signed up for, noting what you did, what you learned, what worked, and what you might change going forward. [Note: Use your [Responsive Writing Teacher Chart](#) to take notes about activities your peers tried out in the classroom.]



Into the Classroom (After Group Meeting)

1. Select an activity from each of the two domains you didn't personally cover and try them out in your classroom before the next group meeting. Remember to take notes on your [Responsive Writing Teacher Chart](#).

Looking Ahead to Chapter 3

Based on your individual and team goals and the students in your classrooms, select one chart from two of the four domains to complete prior to the next group meeting. You can work on these charts individually or with a colleague(s). Try to make sure that all activities are covered by at least one person in the group. Remember to bring any charts you create to the group meeting to share with your colleagues.

Academic Responsiveness	Linguistic Responsiveness	Cultural Responsiveness	Social-Emotional
Modify an Existing Writing Chart (80 & 84)	Make/Modify a Chart Making Sure to Use Accessible Language (92 – 93)	Make/Modify a Chart Including Student Ideas (100 – 101)	Make/Modify a Chart Supporting Positive Habits of Mind With Your Students (103 – 107)
Extend an Anchor Chart (86)			
Create/Modify a Strategy Chart (80)			

CHAPTER 3: Co-Constructing Responsive Charts

Synopsis:

- Explains how charts can be used as powerful (and empowering) resources for students.
- Introduces types of charts, how to create new charts, and how to modify existing charts across the four domains of responsiveness.
- Shows how to get students involved in creating classroom charts.

Reading Timeline (here's how you might divide the reading into manageable segments)

Day 1: Read pages 75 – 82

Day 2: Read pages 83 – 94

Day 3: Read pages 95 – 111



During Reading

1. Reflect on this quote: *“Students use charts most when they are placed at student’s eye level, interactive, created with students, and/or mobile. Classroom charts also get more use when they show examples of students’ work and photos of students as well as other high-interest content.”* Are there other attributes you think makes charts more useful and accessible for students?
2. Looking at the charts you currently use in your classroom, think about how you might incorporate student work, photos, art, and ideas to make the chart even more useful and effective?

NOTES:



Into the Classroom (Prior to Group Meeting)

1. Execute your chosen charts using the examples and information provided. Feel free to modify these tools in the way that best makes sense for you and the students in your classroom.
2. Record what you did, what worked, and what you would change on the [Responsive Writing Teacher Chart](#) at the end of this book study.
3. Look at the individual goals your created at the beginning of the book study. Are you still on track? Do they need to be adjusted?



As a Group

1. Take turns presenting the activities you signed up for, noting what you did, what you learned, what worked, and what you might change going forward. [Note: Use your [Responsive Writing Teacher Chart](#) to take notes about activities your peers tried out in the classroom.]
2. Look at the group goals you created at the beginning of the book study. Are you still on track? Do they need to be adjusted?



Into the Classroom (After Group Meeting)

1. Select a chart from each of the two domains you didn't personally cover and try them out in your classroom before the next group meeting. If a chart created by another group participant knocked your socks off, don't hesitate to modify it for your classroom. Remember to take notes on your [Responsive Writing Teacher Chart](#).

Looking Ahead to Chapter 4

Based on your individual and team goals and the students in your classrooms, select one activity (see chart below) from two of the four domains to complete prior to the next group meeting. You can work on these activities and charts individually or with a colleague(s). Try to make sure that all activities are covered by at least one person in the group.

Academic Responsiveness	Linguistic Responsiveness	Cultural Responsiveness	Social-Emotional
Matching Skills and Craft Moves with Mentor Text (118 – 119)	Create Labels for 3 Books in Classroom Library (125)	Considering Representation, Context, Authorship, and Content in Mentor Texts (132) Create a chart for 3 books.	Helping Students Face Challenges (use numbered list at bottom of page 137)
Planning for Mentor Text Choices (120 – 121)	Linguistic Functioning Mentor Text Template (126) Create a template for 3 books.	Select two videos by authors, who provides a mirror/window for students, reading their books. (134)	Foster Students' Writing Identity (use Tip for Tomorrow at top of page 137)

CHAPTER 4: Selecting Responsive Mentor Texts

Synopsis:

- Explains types of mentor texts and why each is important to the writing process.
- Details how to select mentor texts that are accessible, support language processing, include mirrors and windows, prioritize representation, and promote positive habits of mind.

Reading Timeline (here's how you might divide the reading into manageable segments)

Day 1: Read pages 113 – 121

Day 2: Read pages 122 – 134

Day 3: Read pages 135 – 142



During Reading

1. Contemplate “Trust, which is inherently personal—a dynamic within one’s self and between people—is ever present in the heart work of responsive teaching. It calls for critical questioning.”

- Who are the teachers students need to see?
- Whose stories do students need to hear?
- What ways of knowing/making do students need to learn?” (page 114)

NOTES:

2. Reflect upon the importance of mirrors and windows in literature, a concept introduced by Rudine Sims Bishop. How do you make sure the students in your class “*see their own lives—race, language and dialect, family structure, gender, religion, ability, class, and nationality—reflected in literature (mirrors) as well as the lives beyond their own (windows)?*” (page 128)

NOTES:



Into the Classroom (Prior to Group Meeting)

1. Execute your chosen activities using the charts and information provided. Feel free to modify these tools in the way that makes the most sense for you and the students in your classroom.
2. Record what you did, what worked, and what you would change on the [Responsive Writing Teacher Chart](#) at the end of this book study.



As a Group

1. Take turns presenting the activities you signed up for, noting what you did, what you learned, what worked, and what you might change going forward. [Note: Use your [Responsive Writing Teacher Chart](#) to take notes about activities your peers tried out in the classroom.]



Into the Classroom (After Group Meeting)

1. Select an activity/chart from each of the two domains you didn't personally cover and try them out in your classroom before the next group meeting. Remember to take notes on your [Responsive Writing Teacher Chart](#).

Looking Ahead to Chapter 5

Based on your individual and team goals and the students in your classrooms, select one activity (see chart below) from two of the four domains to complete prior to the next group meeting. You can work on these activities and charts individually or with a colleague(s). Try to make sure that all activities are covered by at least one person in the group.

Academic Responsiveness	Linguistic Responsiveness	Cultural Responsiveness	Social-Emotional
Planning a Focus for a Demonstration Text (149 – 150)	Create a Demonstration Text With Students Modeling Sentence Structure (154)	Write a Book Using Students in Your Class to Portray a Recent Community Experience (155)	Connecting Student Interests, Shared Experiences, and Social-Emotional Development to Demonstration Texts (158 – 160)
Demonstrating a Skill Across a Progression (151 – 152)	Create a Demonstration Text Supporting Vocabulary Acquisition (154)	Planning for Cultural Representation of Demonstration Texts (156 – 157)	



As a Group

1. Take turns presenting the activities you signed up for, noting what you did, what you learned, what worked, and what you might change going forward. **[Note:** Use your [Responsive Writing Teacher Chart](#) to take notes about activities your peers tried out in the classroom.]



Into the Classroom (After Group Meeting)

1. Select an activity from each of the two domains you didn't personally cover and try them out in your classroom before the next group meeting. Remember to take notes on your [Responsive Writing Teacher Chart](#).

Looking Ahead to Chapter 6

Working with the students in your class, select one activity from the following chart to complete prior to the next group meeting. You'll be working on these activities with the students in your class and will most likely need to help each student (or small groups of students) create their own unique student-driven materials. Try to make sure that each category of student-driven resources are covered by the group at large.

Student-Driven Assessment	Student-Driven Planning	Student-Driven Charts	Student-Driven Mentor Texts	Student-Driven Demonstration Texts
Help Students Develop Self-Assessment Tools (168 – 169)	Help Students Set Goals and Create Plans (172 – 173)	Help Students Create Their Own Charts (176–177)	Help Students Create Their Own Mentor Texts (182 – 183)	Help Students Create Demonstration Texts (186 – 187)

CHAPTER 6: Empowering Students to Make Their Own Tools and Resources

Synopsis:

- Explains why student-driven learning matters and how to gradually release ownership from teacher to student.
- Demonstrates how to guide students through student-driven assessment, planning, charts, mentor texts, and demonstration texts.

Reading Timeline (here's how you might divide the reading into manageable segments)

Day 1: Read pages 165 – 175

Day 2: Read pages 176 – 190



During Reading

1. Reflect upon the authors' words: "*It is imperative to teach students how to—independently, and with peers—assess, set goals, practice, and seek inspiration and mentors from school or in the world*" (page 166). How are you currently doing this in your classroom?

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Into the Classroom (Prior to Group Meeting)

1. Execute your chosen activities using the information provided. Feel free to modify these tools in the way that makes the most sense for you and the students in your classroom.
2. Record what you did, what worked, and what you would change on the [Responsive Writing Teacher Chart](#) at the end of this book study.



As a Group

1. Take turns presenting the activities you signed up for, noting what you did, what you learned, what worked, and what you might change going forward. [Note: Use your [Responsive Writing Teacher Chart](#) to take notes about activities your peers tried out in the classroom.]



Into the Classroom (After Group Meeting)

1. Develop a plan for how over the course of the months to come, you will gradually release the creation of assessment tools, planning, charts, mentor texts, and demonstration texts to your students. Use the planning tool on page 190 (also at the end of this book study) to take notes.
2. Discuss your progress and setbacks with the teachers in your book study and adjust your plan accordingly.
3. Continue to listen to the students in your classroom and adjust your plan to better match their developing needs.

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RESPONSIVE WRITING TEACHER CHART

ACADEMIC RESPONSIVENESS: content-related skills | writing-related behaviors and processes

Activity/Strategy

What I Did

What Worked

What I Would Change

Activity/Strategy

What I Did

What Worked

What I Would Change

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RESPONSIVE WRITING TEACHER CHART

LINGUISTIC RESPONSIVENESS: home language(s) | speaking and processing skills | language and vocabulary development

Activity/Strategy

What I Did

What Worked

What I Would Change

Activity/Strategy

What I Did

What Worked

What I Would Change

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RESPONSIVE WRITING TEACHER CHART

CULTURAL RESPONSIVENESS: cultural and social identities

Activity/Strategy

What I Did

What Worked

What I Would Change

Activity/Strategy

What I Did

What Worked

What I Would Change

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RESPONSIVE WRITING TEACHER CHART

SOCIAL-EMOTIONAL RESPONSIVENESS: interests | social-emotional tendencies

Activity/Strategy

What I Did

What Worked

What I Would Change

Activity/Strategy

What I Did

What Worked

What I Would Change

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Tool for Planning

STUDENT-DRIVEN WORK

This tool can be used as a place to take notes, reflect, or expand upon the ideas in this chapter. Alternatively, it can also be used to plan for student-driven work.

ASSESSMENTS	PLANNING
CHARTS	MENTOR TEXTS
DEMONSTRATION TEXTS	OTHER