Meeting Students Where They Want to Be: *Integrated Reading and Writing in First-Year Composition Courses*

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What Brings Us Together Today

Who’s in the room
Community Agreements (Norms)

Think of a collaborative learning experience that went well for you.

What supported that learning?

What do you need today for this experience to go well?
Identity Figures (Handout)

What Social Identities/Labels Do Others Assign to You?

Represent these identities anywhere on your handout.
How do You Define Your Identity? (Handout)

Represent these identities anywhere on your handout
Quick Write  (Use form in packet)

Based on the lists you created on the previous graphics, write about the identities that support your teaching, and those that create challenges. You can also discuss the differences between how others see you and how you see yourself, the identities you are comfortable sharing with others and in what context, and those identities or aspects of yourself that you are less willing or likely to share in specific contexts and why.
Reading Apprenticeship provides a framework for this important work.

The Reading Apprenticeship® Framework

These four overlapping and interacting dimensions of classroom life exist in a context of extensive reading and are linked by metacognitive conversation, both internal and external.
Deeper Dive - Our “Why”
Model - Think Aloud
Choose a Passage that Resonates! (2 minutes)

You have a series of quotation selections from texts related to integrated reading and writing in your packets. Quickly scan and choose one that resonates.
Think Aloud (5 minutes)

Partner with someone next to you.

Decide if the two of you would like to practice Think Aloud.

Take 1 minute each to practice your selected routine.

As your partner practices, note her/his reading strategies.

After you both are finished practicing, briefly share your notes with your partner.
Predictions & Connections (2 minutes)

Where do you think this quotation fits into the larger piece? (Predict)

What connections can you make to your own work with students and/or the ideas in this workshop? (Schema Building)
As you read, make note of the following:

What insights or “a-ha moments” is this reading providing?

How do you see this relating to metacognition, the four dimensions, and identity?
How might the readings inform your work with students?

How might the routines inform your work with students?

How might you incorporate one or more of these routines into your classroom?

What might you try on Monday?

**Make updates to your identity figure drawings on the handout.**

Table share & Report out
Bringing it All Together (5 min)

What strategies from today's session could enrich students’ experience with reading and writing in your classroom?

How did today’s work help you think about how to support student identities? Self? Colleagues?

What questions remain?
Jot down a main takeaway/”a-ha moment” or question on an index card.
Next Steps/Resources

**Deeper Dives:**

- [3csn.org](http://3csn.org)
- Free 3CSN workshops - Zoom
- 3CSN Reading Apprenticeship Conference

**Suggested Readings:**

- Ruth Schoenbach, Cynthia Greenleaf, and Lynn Murphy, *Reading for Understanding* and *Leading for Literacy*
- Zaretta Hammond, *Culturally Responsive Teaching and the Brain*
- Linda Adler-Kassner and Elizabeth Wardle, ed., *Naming What We Know*
- Tom Fox, *Defending Access*