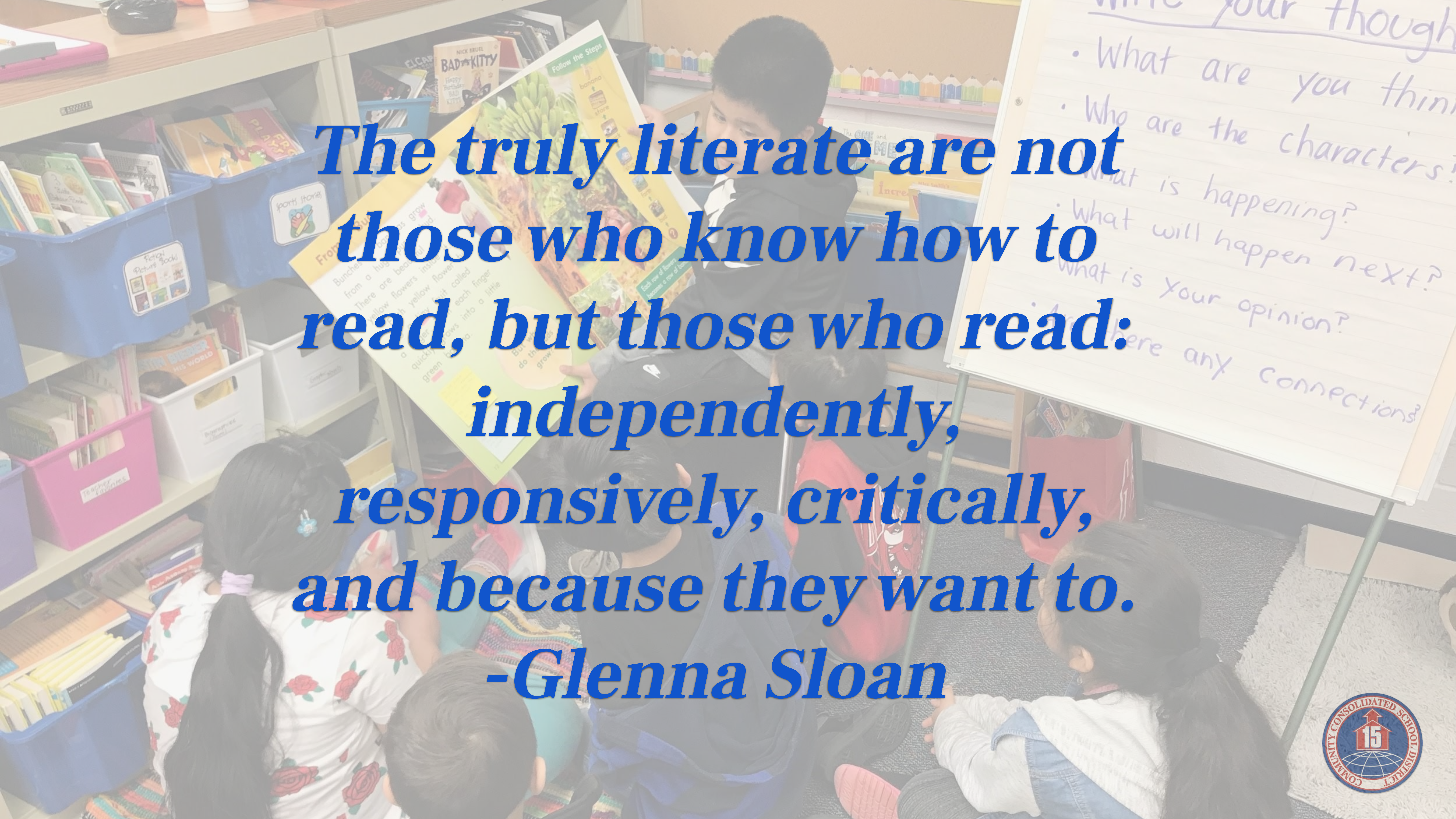


Responsive Literacy Instruction

Colleen Mullins
10/8/19





***The truly literate are not
those who know how to
read, but those who read:
independently,
responsively, critically,
and because they want to.
-Glenna Sloan***



The innate immune system relies on a vast array of non-clonally expressed pattern recognition receptors for the detection of pathogens. Pattern recognition receptors bind conserved molecular structures shared by large groups of pathogens, termed pathogen-associated molecular patterns. The Toll-like receptors (TLRs) are a recently discovered family of pattern recognition receptors which show homology with the *Drosophila* Toll protein and the human interleukin-1 receptor family. Engagement of different TLRs can induce overlapping yet distinct patterns of gene expression that contribute to an inflammatory response.

. S. Janssens and R. Beyaert *Clinical Microbiology Reviews, October 2003, p. 637-646, Vol. 16, No. 4



A Design for Responsive Literacy Teaching



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Schools are places where students. . .

1. Act as members of a cohesive learning community that sustains their literacy growth and success.
2. Engage in authentic inquiry within and beyond the classroom walls to ignite their intellectual curiosity and expand their knowledge of the world and of others.
3. Believe in themselves and their own ability to acquire and use language and literacy for learning and enjoyment.
4. Read, think, talk, and write every day about relevant content that engages their hearts and minds.
5. Read, think, talk, and write about texts that are culturally sensitive, reflect the diversity in our world, and vary in genre, content, and perspective.



Schools are place where literacy educators. . .

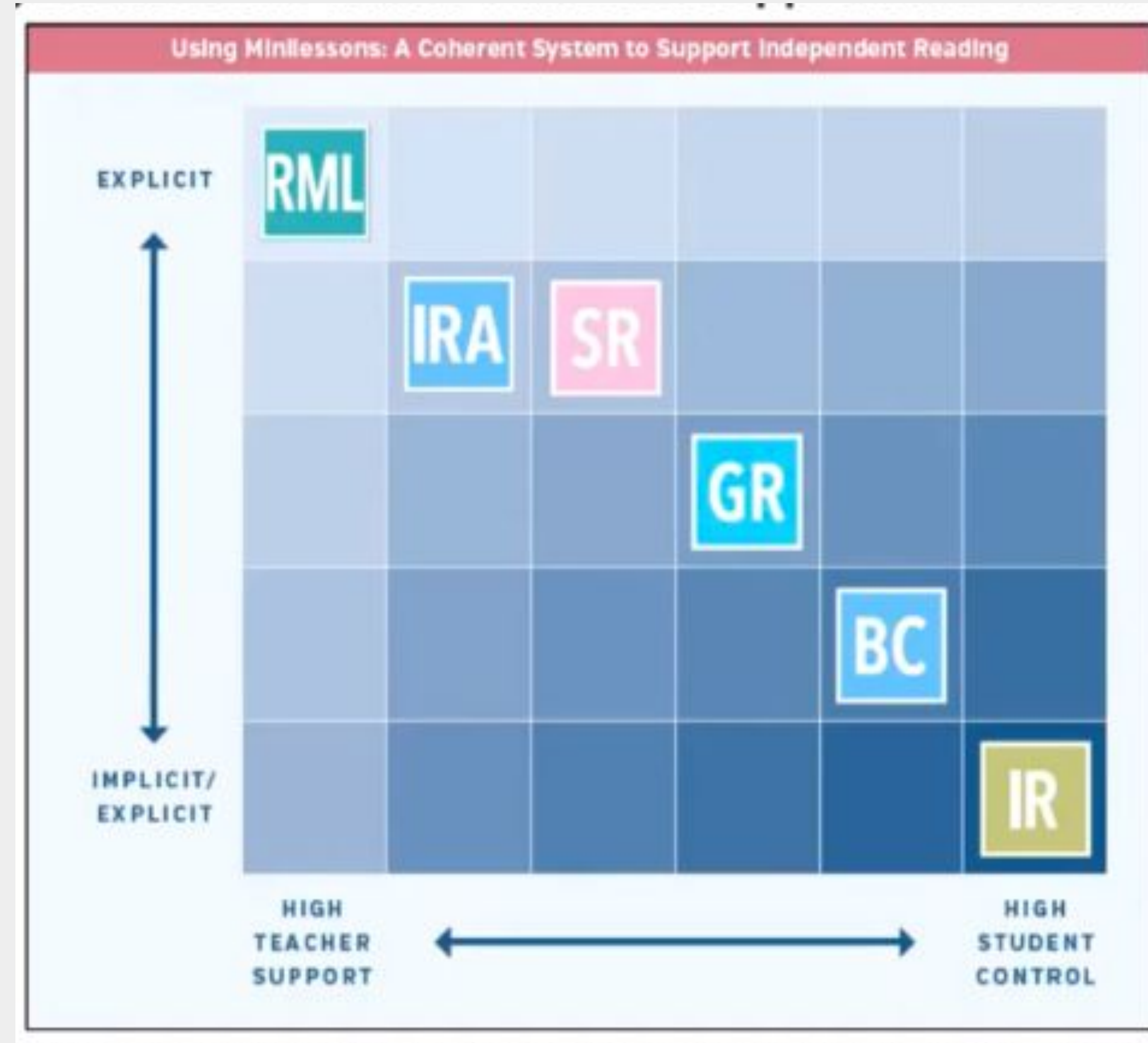


6. Implement a coherent set of evidence-based instructional practices in whole class, small group, and individual contexts.
7. Make expert instructional decisions based on evidence gained from systematic observation and ongoing assessment data.
8. Work as a team to take collective responsibility for the high achievement of each student in a widely diverse population.
9. Act as members of a community with a common vision, common goals, common language, and a strong belief that their work can transform children's lives through literacy.
10. Demonstrate an unwavering commitment to their own professional learning and to supporting the learning of their colleagues and team members.



A Multitext Approach

Levels of Support for
Literacy Learning



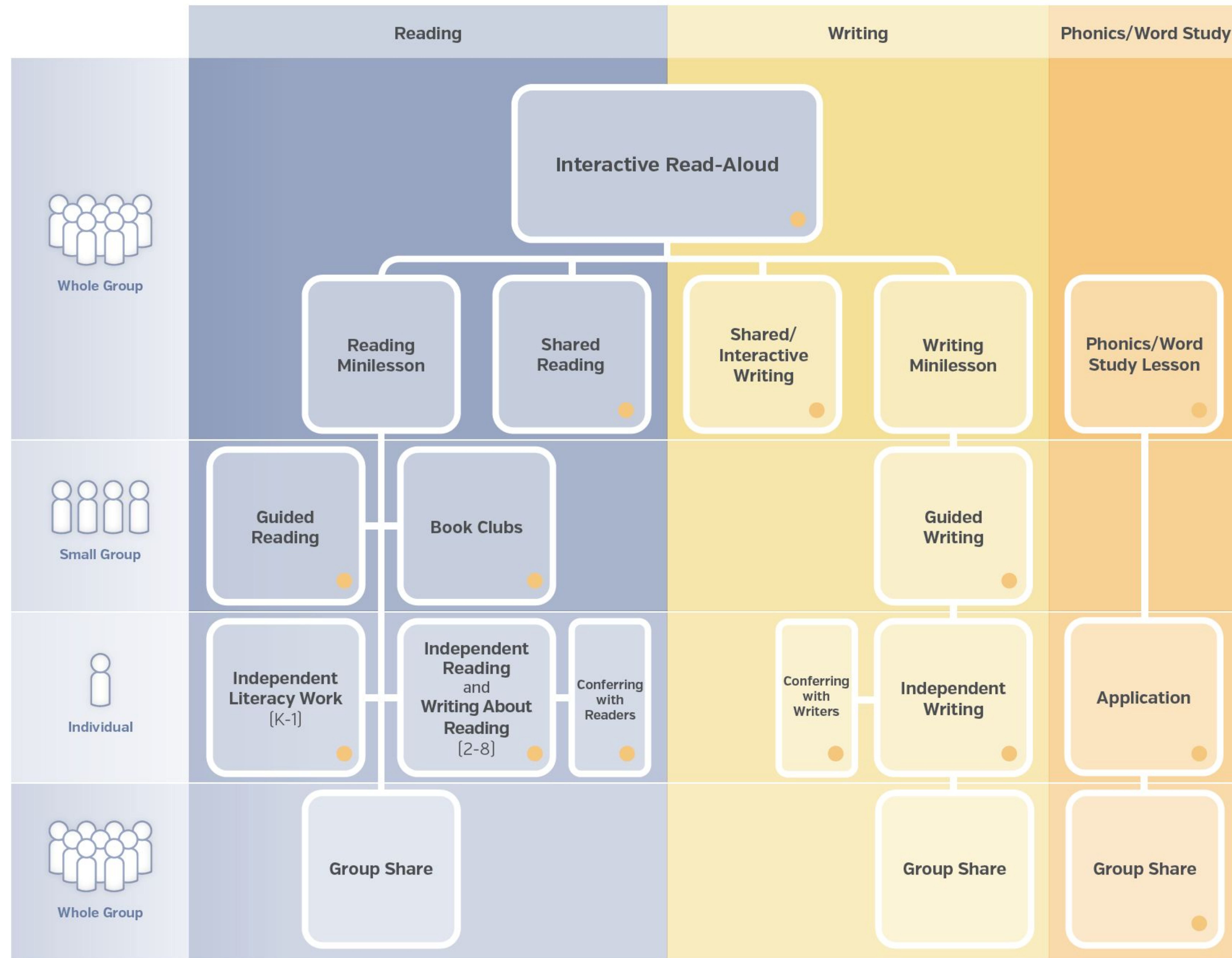
A Design for Responsive Literacy Teaching

Lifting the competencies of every reader.

● = Instructional contexts that feature word study



A Design for Responsive Literacy Teaching

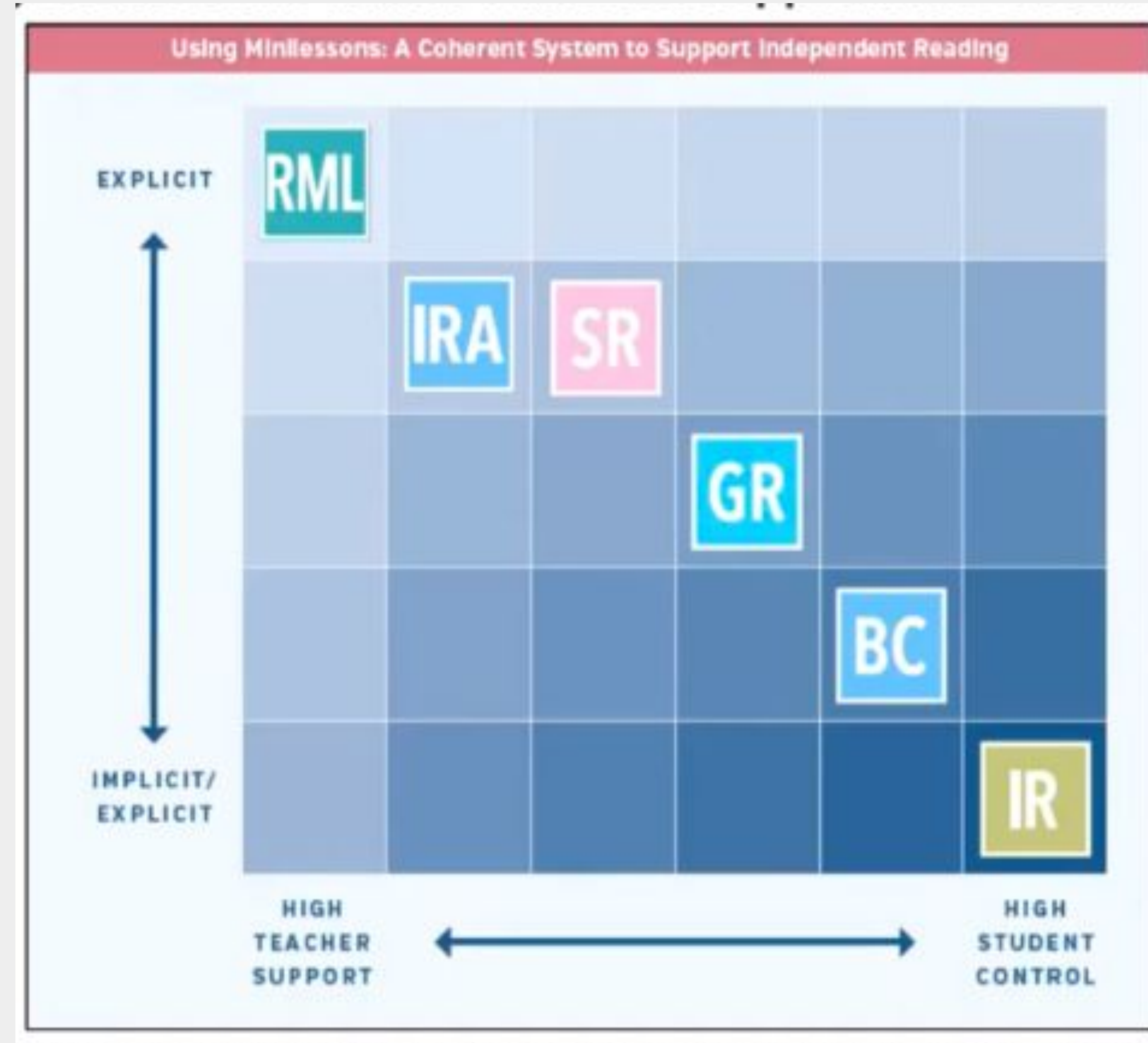


● = Instructional contexts that feature word study

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Levels of Support



“A bad curriculum well taught is invariably a better experience for students than a good curriculum badly taught: ***pedagogy trumps curriculum***. Or more precisely, pedagogy is curriculum, because what matters is ***how*** things are taught, rather than what is taught.”

— Dylan Wiliam, Embedded Formative Assessment



The Responsive Teacher

"The responsive teacher provides differentiated instruction to meet the needs of each student. He observes readers and writers very carefully, weaving a valuable set of understandings about each. Then, in a continuously evolving process, he tailors his precise responses to the readers' strengths and needs,"

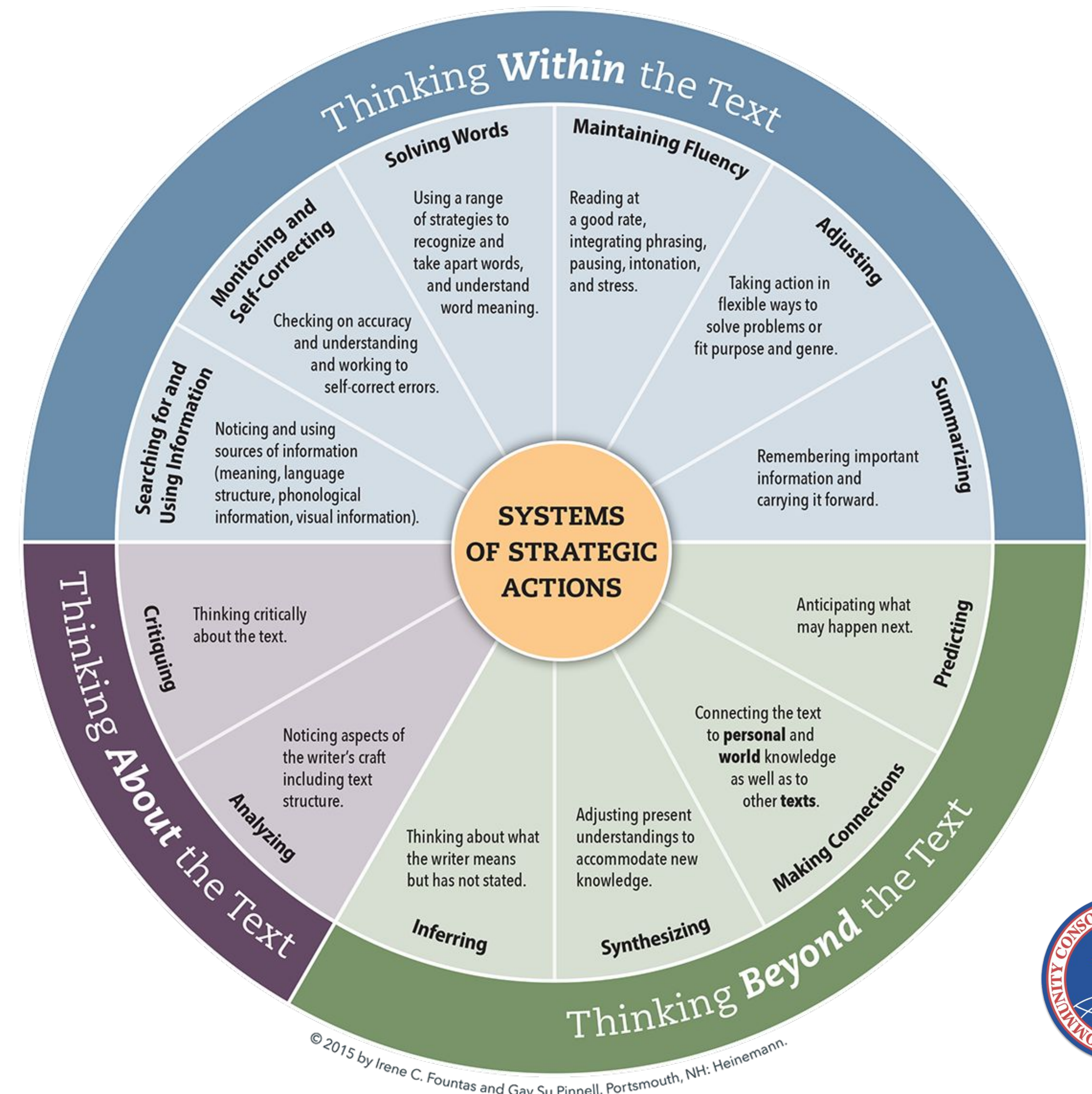
-Fountas and Pinnell



Shared Theory of Reading

When teachers in a school system make instructional decisions based on a shared theory of reading, they are able to provide students with text opportunities and responsive teaching across the grades so that readers move along a coherent path to proficiency.

-Fountas and Pinnell



Essential Literacy Experiences



Teacher Language

"...teacher language is all-important in responsive teaching. We want our statements, prompts, and questions to be as clear and precise as possible."

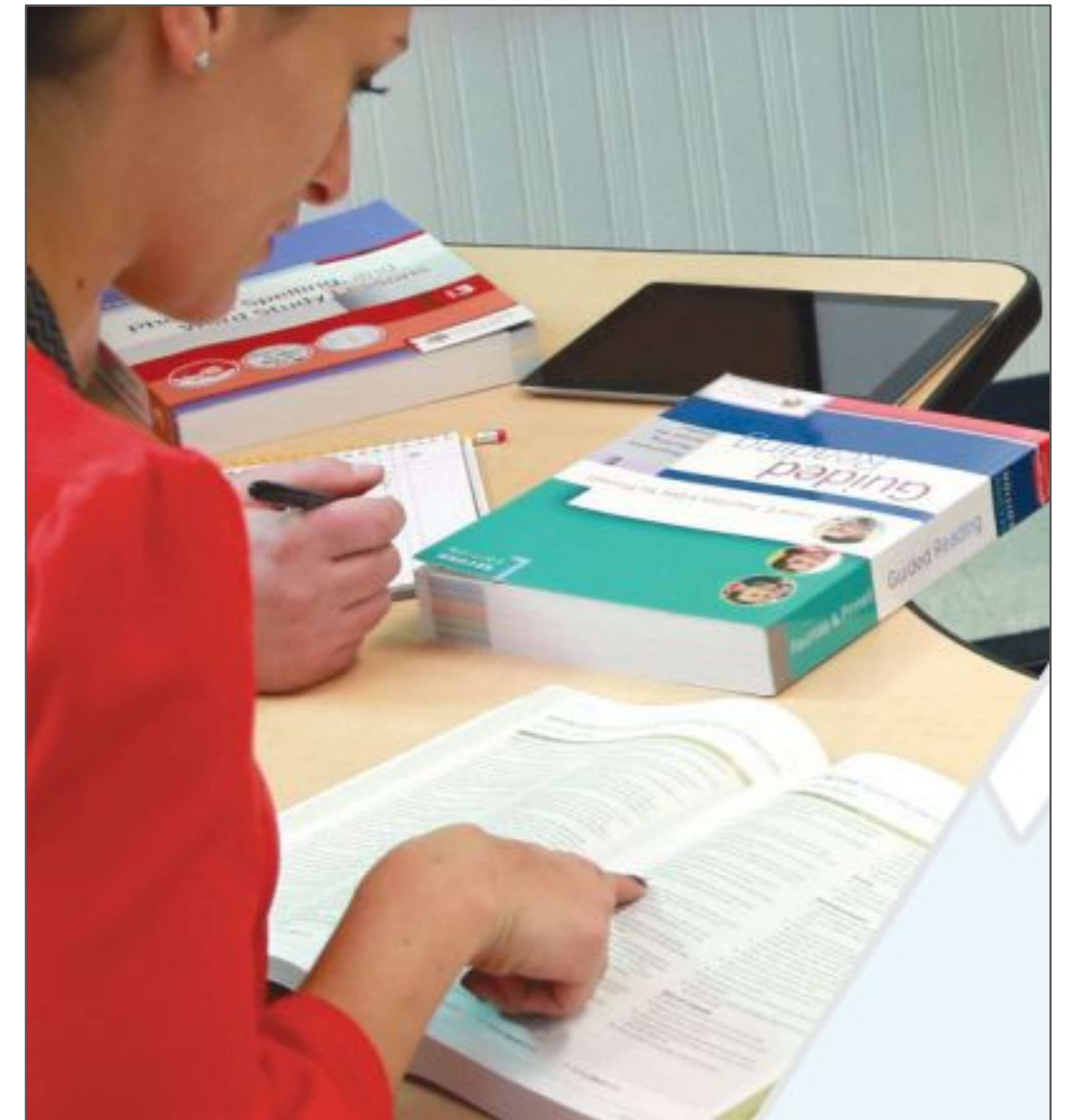
~Fountas and Pinnell



Professional Learning

Achieving substantial school-wide growth is possible if a community of educators is willing to undertake the journey together.”

-Irene Fountas & Gay Su Pinnell



Professional Learning Cycles



- 1) Initial Context Launch
 - a) Release Time
 - b) Professional Learning Discussions
 - c) Materials
- 2) Ongoing Lesson Studies
 - a) Coaching
 - b) Embedded Practice with Cycle Goals
 - c) Professional Learning Conversations
- 3) Ongoing Leadership Learning Walks

