

## What stood out to you about today?

- Today I was feeling overwhelmed by the materials presented to us and feeling kind of low energy. It seems like many of us want more time for a conversation about resources.
- I really liked the activity that we were shown at SIGS today about names, it reminded me of the hair activity done during orientation.
- I went to the kid writing session and it was really informative on how we can approach writing in the classroom.
- I enjoyed all of the different resources from today (lots of practical things that I can incorporate into the classroom from historical sources to the argument writing resources). So excited to look at these more and get an idea of how I can use them in my classroom.
- College, Career, and Community Writers Program is a treasure trove of resources!
- I think it was really important to get a more clear picture about how Kid Writing can be used in classrooms that don't necessarily have the coaches in them. I think that it is really important that we can use these tools in at least some capacity to help our students even if we are not using the full blown curriculum. I really value what Kid Writing is doing and has done for so many and I think it will be a great tool in my classroom next year.
- Practical discussion in our Kid Writing session was great. Helpful to have an opportunity to discuss as a K-3 cohort specifics of teaching kids who are in the very beginning stages of emergent writing.
- I really enjoyed learning about how to implement KID Writing!
- I really enjoyed the C3WP presentation. I am looking forward to sharing the resource with my colleagues. I am impressed by how thorough the resource offerings are.
- I appreciated the resources provided by the C3WP and I look forward to reading through their materials.
- C3WP -- Can't wait to explore this website! I think I will utilize this a lot and embed it with my current Argument Writing.
- C3WP! It's an amazing resource, and I am thankful we had time to explore it and talk about how we can use it in our schools.

- College, Career, and Writers'... presentation was very helpful. It is pertinent to create a culture of argument in the class and of course with evidence to support the claim
- I loved the presentation on College, Career, & Community Writers Program. I feel that there is a lot there that will anchor what I want to accomplish in my classroom next year. I feel I need time to unpack this amazing resource and map out how I want to use it.
- Ditto on the usefulness of C3WP -- however, will we talk about other genres of writing and improving our resources and methods to teach those? Specifically, informational and narrative.
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### **What connections were you able to make to your beliefs about teaching and learning?**

- It gave some great writing tools that we can use to teach and chunk critical writing skills.
- Writing is critical for students and we need to approach writing in a way that lets our students know the importance of writing and writing tells stories.
- Teaching through multi-modal sources is so important (especially for students who are struggling readers or who have learning differences). Teachers need to make sure that they are meeting their students' needs through a variety of sources/materials.
- I love how as teachers we were really able to connect our classroom writing experiences to the C3 WP resources. I think when students are crafting an argument, they will really connect with these ideas.
- I really loved the Kid Citizen website. I think that teaching social studies should start young--kids need to know about the world around them, and not just about basic skills. I really enjoyed that there was a genuine option for teaching young students about primary sources that is developmentally appropriate for them. It also just really helped me understand what young kids can get out of primary sources and how to teach it to them meaningfully.
- When we create useful structures and rituals in our classrooms, like a workshop model or look, think, wonder, we can get to a wide variety of meaningful learning.
- It was validating to hear that giving students choice in writing is empowering for students. I am happy to hear this because my students are given so much choice in writing, and I am excited to continue this work next year.
- Today's agenda reinforced the idea that in order for students to have access, educators have to be strategic and intentional in their planning and instructional delivery.
- I'm learning right now -- and that is a key element in my beliefs. I'm not learning side-by-side with students but I am thinking about my practice.
- Baldwin's essay really resonated with me, and as I revised my own philosophy of teaching and learning, I found myself reflecting address to teachers.

- Reflection and discussing on Baldwin's "Talk to Teachers" was interesting. The content of the document has a very contemporary aspect to it. It ties in with the College, Career, and writer's presentation that emphasizes the need for inquiry curriculum in the class. A sense of identity is at stake if inquiry is not encouraged in our students.
- I really enjoyed (although it was difficult and challenging) reworking my theory of teaching and learning. I am constantly being uplifted by all of you amazing teachers and pushed to make my practice better. Thanks so much for all of your passion and expertise.

## **What are your questions about what a critical literacy classroom looks like?**

- My mind is just buzzing just trying to find ways to make all the puzzle pieces fit together.
- How is it implemented at the high school level? What does it look like for them, in keeping them engaged in a longer text and a text with difficult vocabulary?
- I am thinking about how I can make sure that I am developing critical literacy skills while also working on more finite/basic skills with students in my small group intervention. This is going to require careful planning, and some innovation (as I need to ensure kids are making progress on specific skills but also are being pushed to think holistically and critically about materials).
- I love critical literacy! I feel like I have talked about this to exhaustion in the past year. I do not have any questions about it at this time--not because I feel I know it down pat, I just feel like I need to try some things first and then have questions develop from there.
- Do people have examples of fitting this into what they are already doing as opposed to writing whole new units?
- I would love to learn more about a critical literacy classroom that looks like in action with lower elementary students.
- I am thinking about how I could organize all of these amazing resources for easy access once the academic year starts.
- I don't know -- I'm still processing, but how can I teach my students to be critical?
- My only questions will hopefully be resolved when I have more time to plan with the resources I've been introduced to: How can I incorporate more primary source texts into specific units?
- What are the foundational steps and effective literacy routines to implement and engage the students in an inquiry culture in our classes?

- I can consistently engage the students and what will that work look like? For me and for my students? In a practical sense, what are the best routines and practices that create this culture?