

# Extending Literacy and Motivating Readers

FASD September 2013

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## Goal Statement

Today you will gain understanding and practice with Common Core State Standards reading, writing, listening, and speaking classroom expectations and be able to immediately implement strategies presented.

On Your FEET/On your SEAT



Read and React!



## Common Core

*Academic conversations also align with the national Common Core State Standards. Students will be expected to collaborate in teams, express their ideas, and listen to one another as they communicate with purpose. They will be required to think critically together and express their thoughts in coherent ways for a variety of different applications.*



Jeffery D. Nokes (2013)

“... traditional instruction, consisting of lectures, videos, and textbook reading, does not yield significant long-term learning for most students. Content knowledge that students **passively receive** and **rarely use** is quickly forgotten.”



Tim Shanahan (2013)

“School reading has become focused on rituals rather than text-student negotiations... on general reading skill rather than sense making of particular texts.”

## The Bunk of Debunking Learning Styles

heather Wolpert-Gawron (2010)

“The important thing here is not whether science can back up different learning styles with research, but really whether or not teachers (regardless of research) do what they find is necessary to engage all students.”

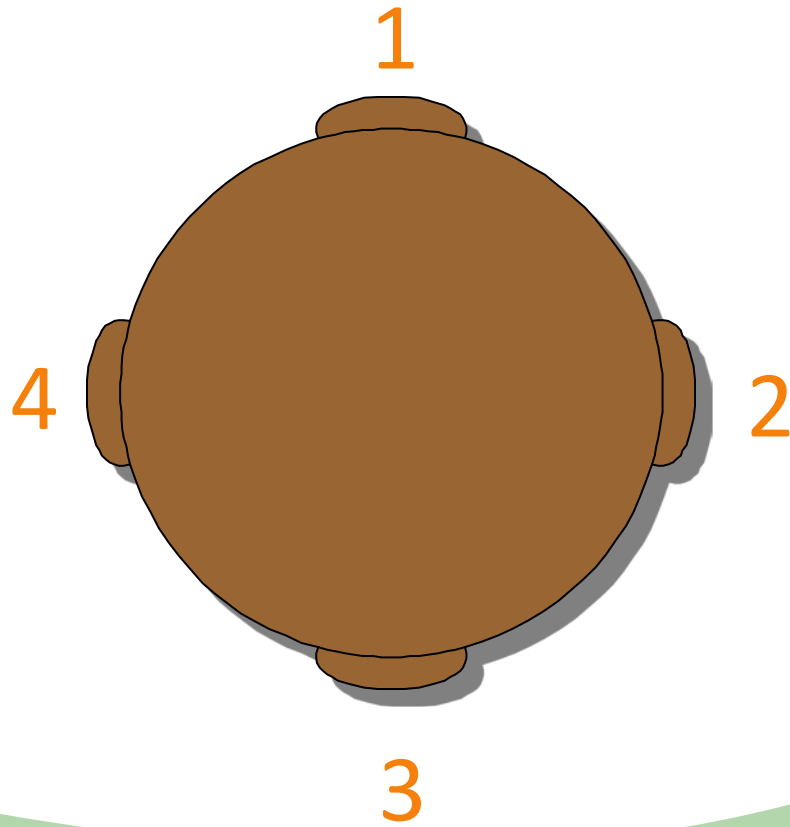


## Table Talk

How do you recognize engagement  
in learning?

***“Is it possible for students to  
be engaged and not learn?”***

# Table Talk



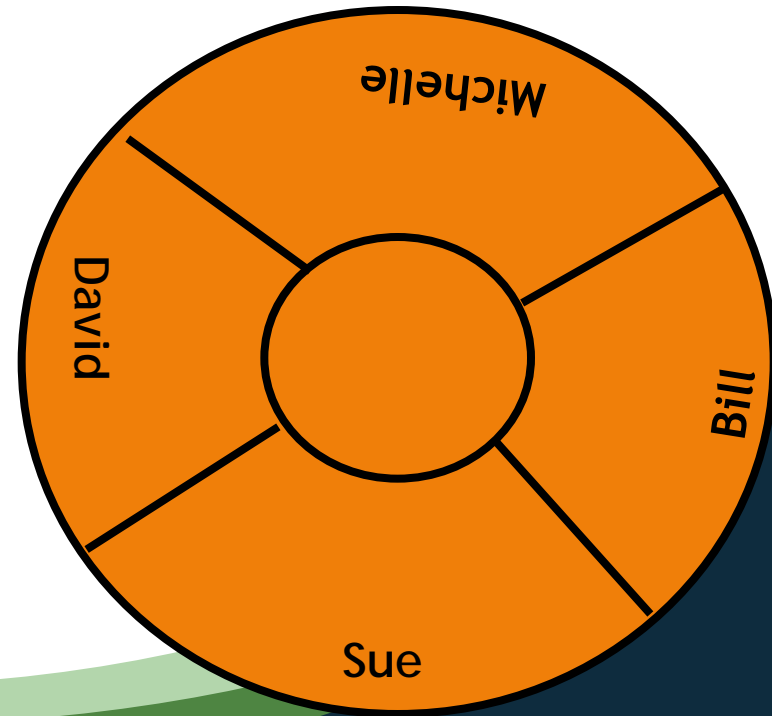
## Triad Discussion

# Expect...

- Respectful Listening
- Active Learners
- Engagement
- Responsibility
- Seeking Clarity
- Ownership of learning

# Placemat Consensus

1. **#1** Draw the biggest circle you can on the paper.
2. **#2** Draw a smaller circle in the middle.
3. **#3** Divide the outer ring into the number of group members you have.
4. **Everyone** label a section of the ring with your name.



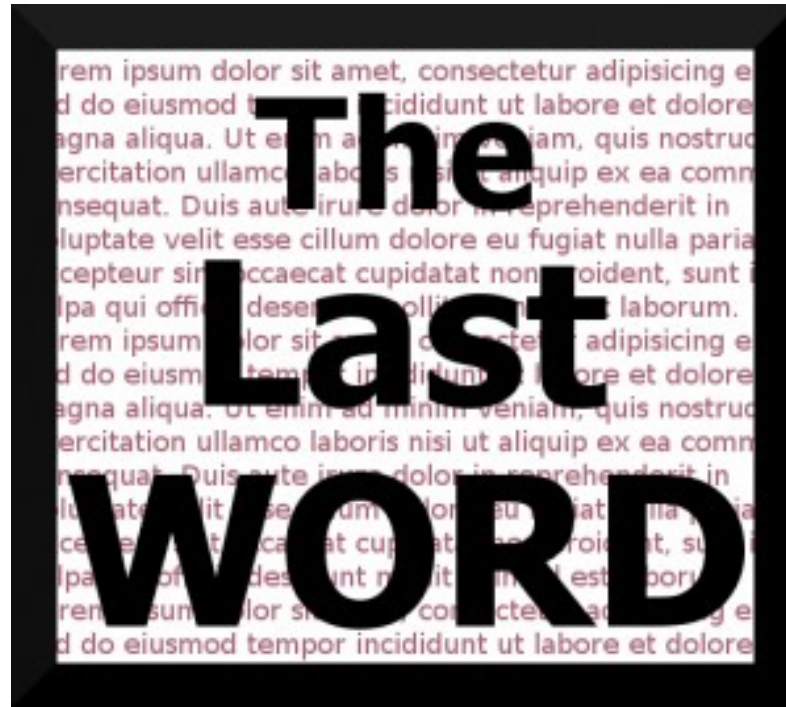
# Placemat Consensus (Cont.)

## Reading and Writing

- Solo Read: *“Afraid of Looking Dumb”* by Mark D. Jacobson
- As you read, underline the MOST IMPORTANT words or phrases
- **Return to the article and highlight 5 of the MOST IMPORTANT words or phrases – add these to your section of the placemat consensus.**
- Share with your table, person #3 begins the conversation
- **GROUP CONSENSUS – Choose the 3 most important ideas you all can agree upon and place in the center circle**
- “Most Responsible Person” will share whole group

# Save the Word for Me

## Listening and Speaking



# Academic Conversations...

## What students say after implementation

- ***“I didn’t know what I knew until I talked about it.”*** ~ Seventh grade science student
- ***“Conversations not only made us sound smarter, I think they actually made us smarter.”*** ~ Fourth grade student
- ***“It was weird. When we finished talking, we had a totally new idea.”*** ~ Sixth grade student
- ***“We were still talking about history after class was over!”*** ~ Eighth grade student
- ***“Science wasn’t very interesting until we started talking about it.”*** ~ Fifth grade Student

Let's Win the Battle!





*To make this change happen we need...*



**Tap Shoes**



**Running Shoes**



**Work Boots**



**Spurs**

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  - 352-236-0503



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# Kelly Gallagher

Readicide (2009)

“Authentic interest is generated when students are given the opportunity to delve deeply into an interesting idea.”

“Want to extinguish an adolescent’s curiosity? Cover as much material as possible.”