

15th Annual
Hawker Brownlow
**Thinking &
Learning**
Conference

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ROBIN FOGARTY

SATURDAY 19 MAY

Session 3

Write to Read! Read to Write!

The Right to Be Literate

MELBOURNE

DR ROBIN FOGARTY

Widely known as “the teacher’s teacher”, Robin Fogarty has taught at all levels from pre-school to university, and has trained educators throughout the world in curriculum, instruction and assessment strategies. She has also served as an administrator, and educational consultant in Europe, America, Asia and Australasia. With a doctorate in curriculum and human resource development, Robin is a widely recognised educational expert who has written and had published a proliferation of educational literature. Furthermore, some of her articles have appeared in Educational Leadership, Phi Delta Kappan, and the Journal of Staff Development.



Robin is known as the teachers' teacher. She brings a wealth of knowledge and passion to all endeavours, and is often complimented on her lively sense of humour and personable ways.

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CODE: RFY0203
0518

Robin Fogarty
Write to Read! Read to Write!
The Right to Be Literate



I read
for myself.
I write
for others

The Three Story Intellect

Apply

Collaboration, Communication, Innovation, Enterprise, Techno-Savvy, Synergy, Entrepreneurship

Apply

Evaluate, Generalize, Imagine, Judge, Predict, Speculate If...Then, Hypothesize Apply a Principle Forecast, Idealize

Process

Compare, Contrast, Classify, Sort, Distinguish, Infer, Explain (Why) Sequence, Analyze, Synthesize, Analogies, Reason

Gather

Complete, Define, Describe, Scan, List, Match, Name, Observe, Recite, Select, Identify, Count

There are one-story intellects, two-story intellects, and three-story intellects with skylights.

All fact collectors who have no aim beyond their facts are one-story minds.

Two-story minds compare, reason, generalize, using the labor of fact collectors as their own.

Three-story minds idealize, imagine, predict, their best illumination comes from above, through the skylight.

Oliver Wendall Holmes
Adapted from the poem, At the Breakfast Table

Robin Fogarty & Associates 800-213-9246
www.robinfogarty.com
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People Search-Right to Be Literate

Find someone who will...

1. Describe a first memory of learning how to read.
2. Justify the writing style of their favourite author.
3. Scan the QR code and create a 3-word synthesis of the image.
4. Clarify with an example, how “serve and volley” describes a conversation.
5. Recite a memorized piece from their youth.
6. Represent a situation through body language, facial expression and movement.
7. Compare and contrast a literate person to a non-literate person.
8. Rank and justify the following according to writing efficiency.

_____Printing

_____Cursive

_____Keyboarding
9. Determine a title, then explain which was better, the movie or the book.
10. Agree/Disagree: Digital literacy is a natural motivation for student reading.

RFA Common Core Professional Development Series

How Close Reading Increases Student Access into Complex Text As Expected in the ELA Common Core State Standards

Thommie Piercy, Ph.D. 09/08/2011

The ELA Common Core State Standards provide enormous opportunities for all students while creating challenges for instruction. With Standard 10 establishing the high expectation that all students read and understand complex text, the key word receiving much attention is, “all.” Yes, the expectation is for every student to independently read complex texts with understanding from Grade 2 through Grade 11 and into College and Careers. Currently, the most frequently asked questions revolve around Standard 10. These questions include, “How can I provide instruction to support my students’ capacity to read complex text?” Also, “Specifically, how can I support my students, who entered my classroom not reading on their enrolled grade level, to read such difficult texts in my content area, (including History/Social Studies, Science/Technical Subjects, Mathematics, and English Language Arts?”

In addition to providing student access to complex text by providing text-dependent, discipline-specific questions, as described in an earlier blog, guiding students to improve their close reading of text increases their understanding of complex text. Questions which focus directly on the text require students to practice close reading.

What is Close Reading?

Close Reading is keeping your eyes on the text to read the content very carefully, paying attention to details. Being quite different from a summary or the big idea, close reading requires active thinking and analyzing of the content to make decisions. You can see how text-dependent, discipline-specific questions support the need for students’ to incorporate close reading of their text because they must cite evidence directly from the text. This is a skill that will remain one of the students’ most practical literacy skills throughout their college and careers. Few disciplines do not benefit from students’ close reading to achieve understanding. The majority of career paths depend on close reading to remain current in the particular field. For this reason, close reading is a skill that supports students’ comprehension in different disciplines. Elementary, Middle, and High School students benefit from the close reading of complex texts in different content areas.

Close Reading-Text Dependent Questions

How Close? How Dependent?

“RSVP E”: *Repondez, s’il vous plait, Express!*

R Reading Task

S Structure Task

V Vocabulary Task

P Purpose Task

E Expressive Task

R Reading Task—Read silently; teacher reads; read along with teacher; reread for fluency and meaning

S Structure Task—unpack difficult sentences; talk about compound, complex, confusing sentences,

V Vocabulary Task—Teach explicitly; note context clues; linger over for deeper meaning; word choice

P Purpose Task—Determine source, author purpose, point of view, tone and tenor, validity and credibility

E Expressive Task—Reread for evidence; discuss; paraphrase in writing; explain for clarity, write to know

What is Close Reading?

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How Close Reading Increases Student Access into Complex Text As Expected in the ELA Common Core State Standard,
Thommie Piercy, Ph.D. 09/08/2011

Exercises for Explicit Teaching of Close Reading

R Reading Task—Read silently; teacher reads; reread for fluency and meaning

Select at least two reading strategies for the text on Close Reading

Independent Reading, Read-Aloud, Buddy Reading, Echo Reading, Choral Reading, Round Robin Reading, Reader's Theater, Taped Read-Along, Blue-tooth Reading

S Structure Task—unpack difficult sentences; ID compound, complex sentences

Find evidence in the text on close reading that explains what “keeping your eyes on the text” means? Isn't that the only way to read? What kind of decisions do readers make?

V Vocabulary Task— Teach explicitly; note context clues; linger over for deeper meaning

Why did author choose the words: “career paths”? What are “test-dependent questions”? Give one new example using this paragraph on close reading.

P Purpose Task—Determine source, author purpose, point of view, credibility

What is the author's motivation and intent for writing about close reading? Justify.

Expressive Task—Reread for evidence; discuss; paraphrase; write for clarity

Explain how the author contrasts close reading to a summary or big idea? Paraphrase your understanding of close reading.

Comprehension: The Phantom Skill

In reading instruction, comprehension (understanding), is sometimes called the “Phantom Skill”. It is treated as the premiere skill of skills in reading and talked about all the time in classrooms across the grades. It is referenced as part of narrative and informational text exercises, and comprehension is certainly the centerpiece of reading tests, and often the missing piece in domain-specific tests. Yet, explicit instruction in the skill of comprehension or understanding does not dissect the many micro-skills that good readers use, to comprehend, and fully understand what they are reading.

Good readers treat reading as an action verb. They go beyond word calling. They know they must break the code of meaning as they read. They ask questions as they read, they visualize and make inferences by “reading between the lines”; they summarize as they grasp for understanding and they have critical “fix-it” strategies to recover when they sense confusion.

These are the components of “comprehension” that provide what non-readers believe is some mysterious “magic” called reading. They believe some kids are lucky and have the magic and, that some are not as lucky and don’t have the magic. Thus, as much as they try, they don’t get it. They read, but they don’t know what they've read and sometimes, they don't even know they don't know. It’s all a mystery and, they, literally, don’t have the clues.

It’s time to tell them, there is no magic. Everyone has the ability to read with understanding. They just need to learn the cues and clues to reading and then the real magic begins.

What is, The Take Away? What is the gist; your understanding about the Phantom Skill?

Excerpted from CCSS: Syllabus of Seven-Bellanca, Fogarty and Pete 2011

The Right to Be Literate-Pete and Fogarty

RIGOROUS EDITS HD

Rigorous Editing (Jan Cahppius EL September 2012 | Volume 70 | No. 1 Feedback for Learning Pages 36-41)

The battle's in the southrn states were always more ferocesous than battles in the north like gettysburg. Genrals in the north were more experienced had more soilders and more gun. Many battle foght in the north, were over in few days but in the southrn states battels last many days.

Original Student Work

The ^{battles} ~~battle's~~ in the ^{southern} southrn states were always more ^{ferocious} ~~ferocesous~~ than battles in the north like ^G ~~gettysburg~~. ^N ~~Genrals~~ in the north were more ^{experienced} ~~experienced~~ had more ^{soldiers} ~~soilders~~ and more gun^S. Many battle ^S ~~foght~~ ^{fought} in the north, were over in ^a ~~few~~ days but in the ^{southern} ~~southrn~~ states ^{battles} ~~battels~~ ^{lasted} ~~last~~ many days.

Traditional Feedback with Teacher Edits

P S	The battle's in the southrn states were
S	always more ferocesous than battles
C	in the north like gettysburg. Genrals
S P	in the north were more experienced had
PSGG	more soilders and more gun. Many
S G	battle foght in the north, were over
P S	in few days but in the southrn
S G	states battels last many days.
P-Punctuation S-Spelling C-Capitalization G-Grammar	

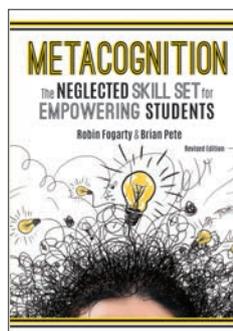
Letter Signals for Student Edits

••	The battle's in the southrn states were
•	always more ferocesous than battles
••	in the north like gettysburg. Genrals
••	in the north were more experienced had
••••	more soilders and more gun. Many
••	battle foght in the north, were over
••	in few days but in the southrn
••	states battels last many days.

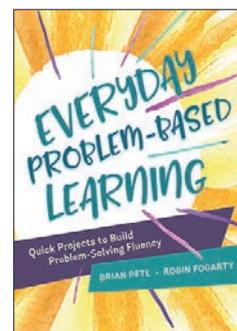
Coded Edits for Student to Correct

Available from Hawker Brownlow Education

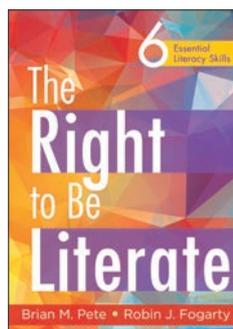
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	SOT6925	How to Teach Thinking Skills Within the Australian Curriculum	\$32.95
	HB6005	Metacognition: The Neglected Skill Set for Empowering Students. Second Edition	\$39.95
	SOT2854	School Leader's Guide to Achieving Results Through Rigour and Relevance	\$27.95
	SOT7962	Supporting Differentiated Instruction: A Professional Learning Communities Approach	\$35.95
	SOT1833	The Right to Be Literate: 6 Essential Literacy Skills	\$41.25
	TCP5992	Unlocking Student Talent: The New Science of Developing Expertise	\$39.95
Total (plus freight) \$			



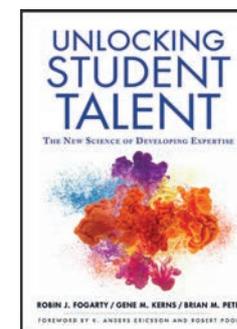
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..... State P/Code

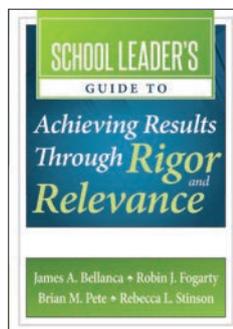
Country

Email:

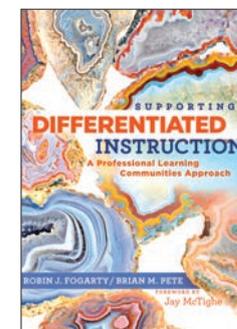
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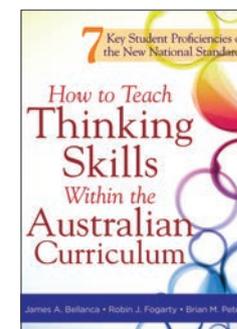
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