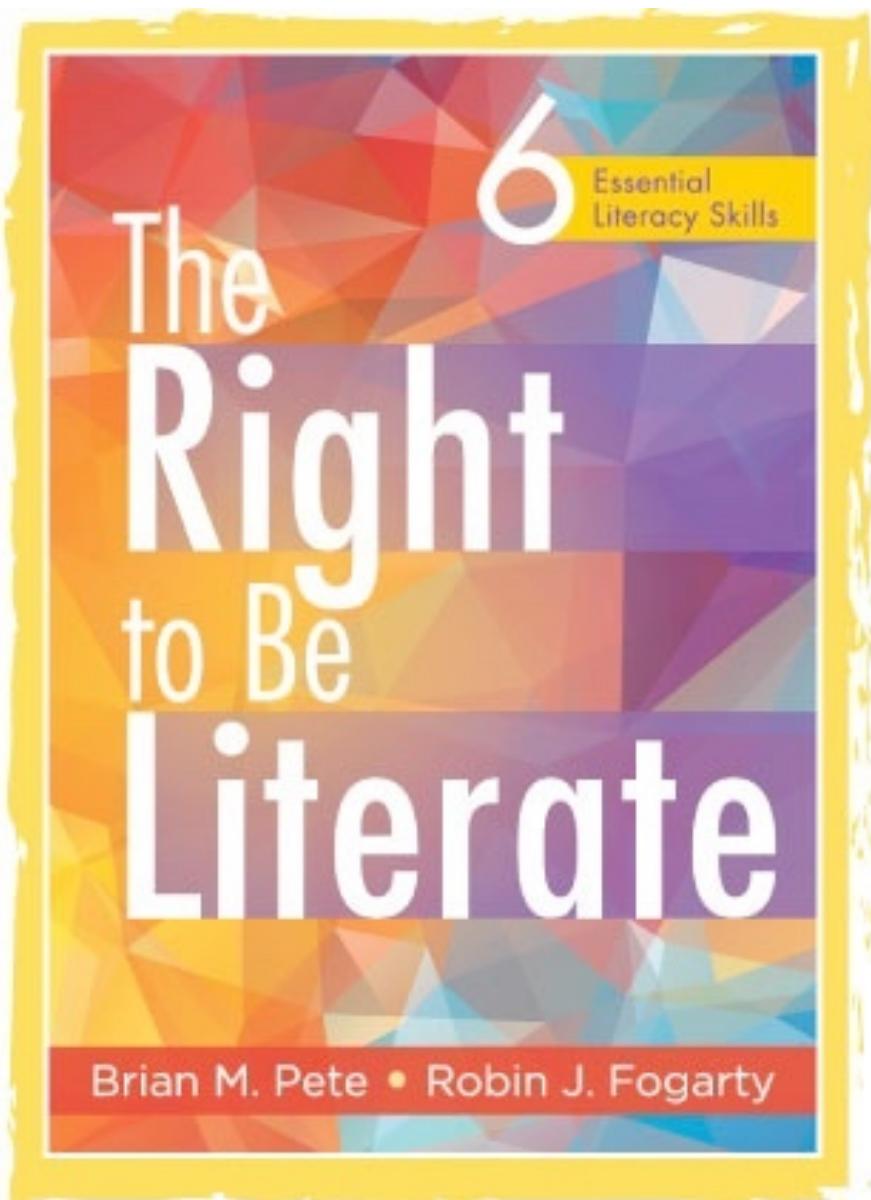


The Perfect Book Study

by Brian M. Pete & Robin J. Fogarty

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The Right to Be Literate



The Right to Be Literate - 6 Essential Literacy Skills

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Why Do a Book Study?

The power of doing a book study is in the collegial conversations that are part and parcel of the process. When teachers are literally on the same page, focused on a specific concept, skill or strategy, it is natural to start talking about ideas of interest or intrigue. Just as in any kind of collaboration among peers, the experiences, expertise and opinions of others, heighten the reading experience and at the same time, deepens the insight and enduring lessons that can enlighten our work as teachers and leaders.

How Do You Do a Book Study ? It's as Easy as 1! 2! 3!

A Book Study is as easy as 1, 2, 3! Yet, it is important to think about those three steps and to determine what will work best. First, you must select the team, keeping in mind the availability of the teachers to actually meet frequently without undue hardships. For this reason, building teams seem most appropriate. However, there are a number of building teams that work, depending on the circumstances: PLC, Grade Level, Departmental or Core Academic teams are possible, as well as vertical teams that widen the scope across the grades.

Step I: PLCs- Building-level Study Teams

Decide on the team of teachers within the building that are interested in the book study or that have determined that it is appropriate for their goals.

Grade Level Teams - Often convenient to meet

Core Academic Teams - Common middle level teams

Department Teams - Already in place

Vertical Teams - Across grade-levels

Step 2: Book Study Ideas

The actual book study has several formats that are viable from chapter jigsaws, to literature circles; from conceptual themes to applications of ideas; from independent reading and debriefing in pairs, to oral and written summaries to share with the team. Teams might want to try a different model each time.

Chapter by Chapter Jigsaw - Teams Present One Chapter

Literacy Circles - Team Develops & Discusses Questions Together

Key Concepts - Team Role Plays, Raps, Dances the Emerging Themes

Applications of Ideas - Team Determines Strategies to Try

Independent Reading - Team Debriefs in Pairs

Written Summaries - Team Creates Graphic Organizers

Oral Summaries - Members Share their Insights

Step 3: PD Presentation to Bring the Book Alive

The final step involves a performance, presentation or product from the team that brings the book alive for others. It can be optional, of course, but often, when the stakes are set high, such as having to do some sort of public demonstration of the team's understanding of the book, the impact on both presenting team and the audience teams is far greater. It deepens the commitment of all stakeholders because of this obligation to an audience.

Don't be surprised that performance strategies work with adult learners, just as well as with students in the classroom. At the same time, the planning of the performance or presentation builds team spirit and team skills as collaborators.

External Consultant Provides a PD Presentation

Building Teams Provide PD Presentations to Other School Teams

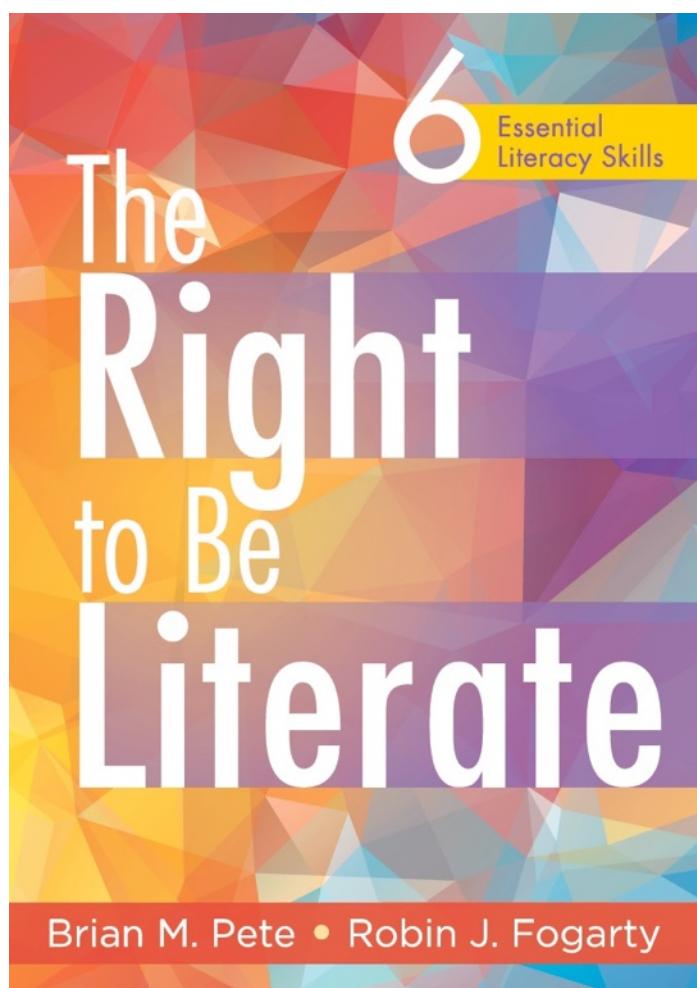
Building Teams are Sent to Partner Building to Present

Remember, the book study is a perfect pivot point for teacher teams to absorb new ideas as a grade level or department. It lays the groundwork for the eventual work in the classroom, with the text resource there to use as a guide and a resource to support the implementation process.

Book Selection

While the book selection may be a consensus decision, sometimes leadership chooses the book to fit a significant goal. In this case, the new edition, *The Right to Be Literate*, has been selected to provide background and support for the focus on literacy that is the big idea theme for the intermediate grades.

Beginning with the Preface and Introduction, and then moving through the six chapters of the book, *The Right to Be Literate*, presents a Driving Question to consider and discuss in detail from the overall reading of the text. In addition, several other discussion questions zero in on specific application concerns about how to use the information and insights in daily, instructional, classroom practice. Finally, as teams work their way through the book, there is one decisive take-away for teachers to do as a way of deepening the meaning and modeling the behaviors for their work with student book studies.



**The
Right
to
Be
Literate**

Sample Book Study: The Right to Be Literate Preface

Featured in the Preface is an article, How Education Reform Traps Poor Children link - by Alfie Kohn (Ed Week April 27, 2011). In that piece, Kohn says, “a British educator named David Gribble was once speaking in favor of the kind of education that honors children’s interests and helps them to think deeply about questions that matter. Of course, he added, that sort of education is appropriate for affluent children. For disadvantaged children, on the other hand, it is . . . essential.” With that in mind, teachers/readers can proceed.

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Driving Question: How Do We Guarantee the Right to be Literate?

Discussion Questions:

What is it that we are doing that is NOT working?

What can we change immediately that will make an observable and positive impact on student reading?

Decisive Take-Away: Promissory Note: Rite of Passage

Send a Promissory Note to parents of the students in your class that promises them that the right to be literate will be upheld with their children. “Whatever it Takes”, their children will be reading at grade level this year. Tell them what you are going to do, and what they can do to help. Ask them to sign the letter and have their children sign it, too. We’re all on this journey together. (Optional to send or not).

Sample Book Study: The Right to Be Literate

Introduction

We're Not All Reading Teachers, So?

Are you frustrated with the uphill literacy challenge in your schools?

Do you need a literacy book that is clear, crisp, and cutting edge?

See if you agree that The Right to Be Literate is that book! Filled with ready-to-use instructional strategies that tap into the backbone of formal and functional literacy skills, find examples of how the strategies unpack the essential communication and collaboration skills of reading, writing, speaking and listening, for 21st Century viewing and representing.

Driving Question: How are We All Teachers of Literacy?

Discussion Questions:

Specifically, what can I do to support literacy for my students?

What might I need or need to know to be a better supporter of literacy?

Decisive Take-Away: One-Minute Write (RTBL pg. 30)

Write for one-minute on literacy in a subject area.

Write again for one-minute on the most important literacy skill in your content.

Do you believe that if kids can't, don't or won't read, they suffer terribly throughout their school years? Want to give them the gift of reading?

Chapter I



When reading this chapter, focus on the strategies to use to invite, involve and inspire students to want to read; to want to see and learn through written words and visual icons. Find one ready-to-use strategy for the k12 classroom and use it

Read Fast

Reading with Purpose



Driving Question: What is Reading?

Discussion Questions:

How does reading narrative text differ from reading informational text? How are they similar?

What motivational techniques do you use to get reluctant readers to want to read? To have confidence in reading abilities?

Decisive Take-Away - List for Close Reading - **RSVP-E**

R - ead with purpose? Did you get the gist? Any details?

S - tructure Matters? How does format suit the content?

V - ocabulary Words? New ones? Difficult Ones? Unknown?

P - oint of View? Why? Purpose? Perspective?

E - xpress Your Ideas? Critique or comment?

Chapter 2



Are you wondering about the demise of formal writing skills? Use the strategies in this chapter to get your students writing everyday.

Looking for no-fail strategies to scaffold writing skills until students can stand on their own with the ability to write, rewrite, edit and revise with the ease and effectiveness? Write Well, is the chapter that opens that door.

Writing Everyday

Driving Question: Has Writing

Become a Forgotten Art? Explain.

Discussion Questions:

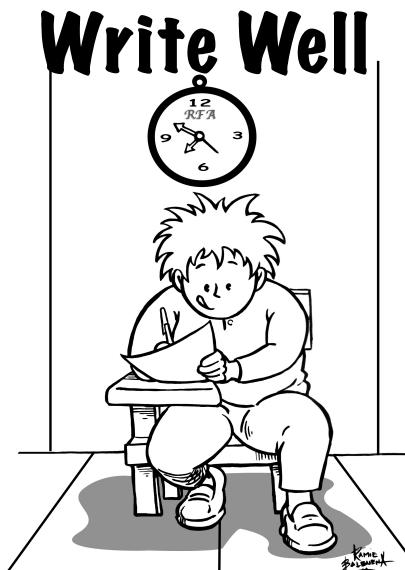
How does writing clarify our thinking?

Does writing replace oratory? Justify.

Decisive Take-Away: One-Minute Write and Edit Panel (RTBL pg. 30, 37)

Instructions to students:

1. Fold paper into three columns. Use the first two columns to write for one minute about a great writing experience you have had.
2. In the same first two columns, follow Para 1 with Paragraph 2. Write for one minute, again, about a terrible experience writing?
3. Now, circle three vocabulary words and write them in the third column at the top, middle and toward the bottom. Below each select word, write three synonyms that could replace the original words.
4. Share with a peer. Then talk about how to use the writing/editing strategies with the kids.



Chapter 3



Is student listening the number one skill teachers complain about the most? Are students really not listening, or are they savvy, generational multi-taskers?

Interested in dynamic, engaging, student exercises that demonstrate the “back and forth” skillfulness of communicating, articulating and dialoguing with others? In this chapter, mine the strategies of classroom discourse with k12 examples.

Listen Hard

Listening to Hear What is Said



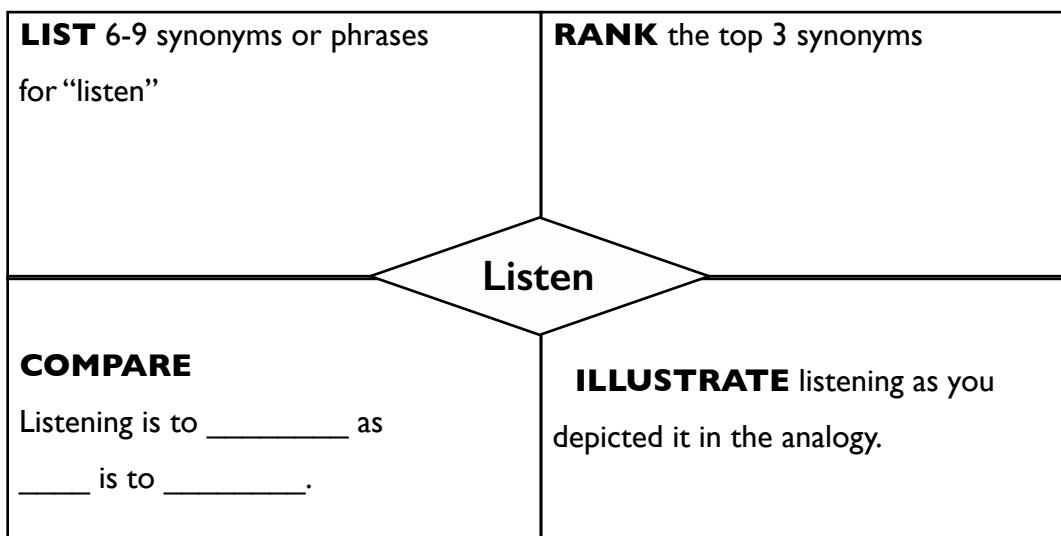
Driving Question: Is Listening, Learning?

Discussion Questions:

What's the difference between listening and hearing?

The person doing the talking is the person doing the learning. Agree/Disagree?

Decisive Take-Away: 4-Corner Concept Development



Chapter 4

Speak True
Say What You Mean!

As you walk down the hallways of the school, ask yourself, “Who’s doing the talking?”
Is too much teacher talk a concern?

Why not survey the cache of speaking tools and techniques captured in the pages of the Speak True chapter. Embrace the strategies in professional conversations and shift to “turn-around classrooms” with less teacher talk and more student engagement.

SPEAK TRUE

Speaking With Clarity

Driving Question: How Does One Speak True?

Discussion Questions:

Is Speaking True, Speaking Honestly?

What might kids learn if they are required to speak in complete sentences at all times in classroom interactions?

Explain why speaking during the interview is believed to be the most important skill for getting the job.

Decisive Take-Away: Elevator Pitch (RTBL pg. 75)

Have students prepare a 1- minute Elevator Pitch extolling a personality trait that makes them proud.

Or

Have students prepare a book or movie review to persuade others to get the book or go to the movie.



Chapter 5



Is it true that a picture is worth a thousand words?

Think about the power of displaying data on color-coded pie charts that appear on the screen, layer by layer in bi-varient graphs, or how symbolic directional signs in a foreign country provide that instant of clarity. Think about viewing the news, movies, a sporting event or performances on screens

Viewing to Picture it

Driving Question: How is Picture Worth
a Thousand Words?

Discussion Questions:

Does visual literacy trump the written word?

Is viewing a more powerful memory peg than listening?

Why is viewing called a 21st Century Skill? Do you Agree or Disagree?

Decisive Take-Away: Comic Strip on Visual Literacy

Create a Comic Strip on How to Do Something How to make a . . . peanut and jelly sandwich, bed, scrapbook, garden, your choice.



Chapter 6



Do teachers feel exasperated by the digital natives in their classrooms as they sense the gap between generations? Is the wave of technology threatening the status quo in schools as it has in every other sector of society?

Explore the innovations for student performances as digital rich assignments and assessments permeate classroom interactions. Develop confidence between teacher teams and student groups as technology becomes the collaborative bond.

Represent Always

Representing with Visual Literacy

Driving Question: How Do
Symbols Communicate Truths?



Discussion Questions:

What experience have you had with sign language?

When do you use data graphs to illuminate the findings?

Why do the news channels visually depict weather-related data?

Decisive Take-Aways: Capture, Captivate, Close - Team Bonding Activity

Capture: Show symbols, emoticons, signs, posters, logos

Captivate; AB partners create a team symbol

Close: Invent a handshake symbolic of your friendship

In Closing:

After working with the book study guide and completing the book take some time in the group and assess the Book Study:

Scale of 1-10 _____ Why? _____

Write a One Minute –Reflection: Greatest insight from the reading. Share.

Would like to tell _____ about this book.

Recommended On-Site Professional Development Topics for Your School:

The Right To Be Literate - 6 Strategies for 21st Century Citizens

Believing that every child has the right to be literate, realized not just in what we say, but by what we do, is the driving force for this professional learning opportunity. There is an enormous advancement in the mission and the management of how we teach literacy in the “touch screen world”. Learn how to integrate 30, active, engaging literacy strategies with the rigorous standards adopted by the states. Discover, The Right To Be Literate

Teach for the Test of Life: Not Just for the Test

Discover how easy it is to teach students to be independent, responsible and successful 21st Century citizens. The key is, all students, from Gifted and Talented to the Special Needs population respond to instruction that invites challenge and higher order thinking over memory and recall. Your staff will think differently about what matters most in their classroom. Discover, Teach for the Test of Life

Who's Doing the Talking? The Student-Centered Classroom

The question, "Who's doing the talking?" is a gentle reminder that students must be actively involved and mindfully engaged in the learning experience for authentic learning to occur. Brain research confirms our intuition, unlike paper and pencil tests, that when someone can explain it then they know it. Find out how easy it is to shift from teacher-talk to student engagement. Discover, Who's Doing the Talking?

PBL-In-A-Nutshell - Problem-based Learning for 21st Century

One of the benefits of Problem-based Learning is enhanced student engagement because of the relevant learner-centered instruction. PBL prepares your students for the 21 Century in authentic ways . . . But what you may not have heard about PBL is . . . It's not that complicated! You do not have to throw out everything you have been doing! You don't have to start over! Discover, PBL-In-A-Nutshell.

What are the goals of professional development?

Robin Fogarty's dissertation, From Training to Transfer: Creativity of the Adult Learner is the most referenced source on how to facilitate the transfer of new ideas, concepts and strategies from the staff room to the classroom. Her work, integrated into every RFA PD session, is the reason teachers are able to leave the staff room and implement what they have learned the very next day. And at the end of the day, isn't that the goal of all professional development?

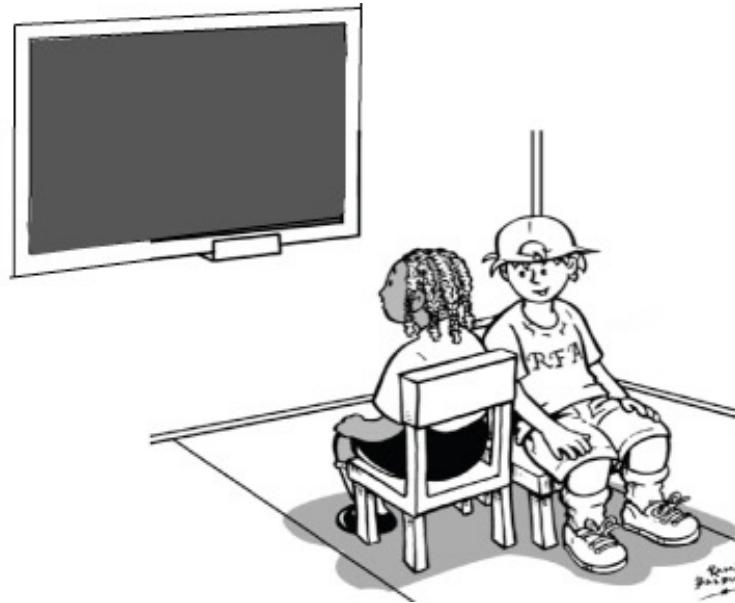
Bonus Strategy

Socratic Scramble

The Socratic Scramble strategy requires students to juggle multiple literacy and thinking skills simultaneously. This is dynamic, challenging and engaging strategy models how to survive and thrive in a two-way conversation.

The key to distinguishing Socratic questioning from questioning per se is that Socratic questioning is systematic, disciplined, deep and usually focuses on fundamental concepts, principles, theories, issues or problem. Socratic questions are powerful ways to delve deeper into a subject as they are designed to elicit specific information or to gain clarification about the subject being discussed.

Teachers prepare Socratic-like questions (RTBL pg. 65) for this exercise and they are hidden from view. After reading a quote in class, or watching a video, listening to a lecture, the students stand and find their partner. To start the Socratic Scramble, have AB partners sit or stand, shoulder to shoulder, with Partner A facing the large media screen in the front of the room and Partner B facing away from the screen. This is the same seating configuration as the AB Pyramid Game. (RTBL pg. 57)

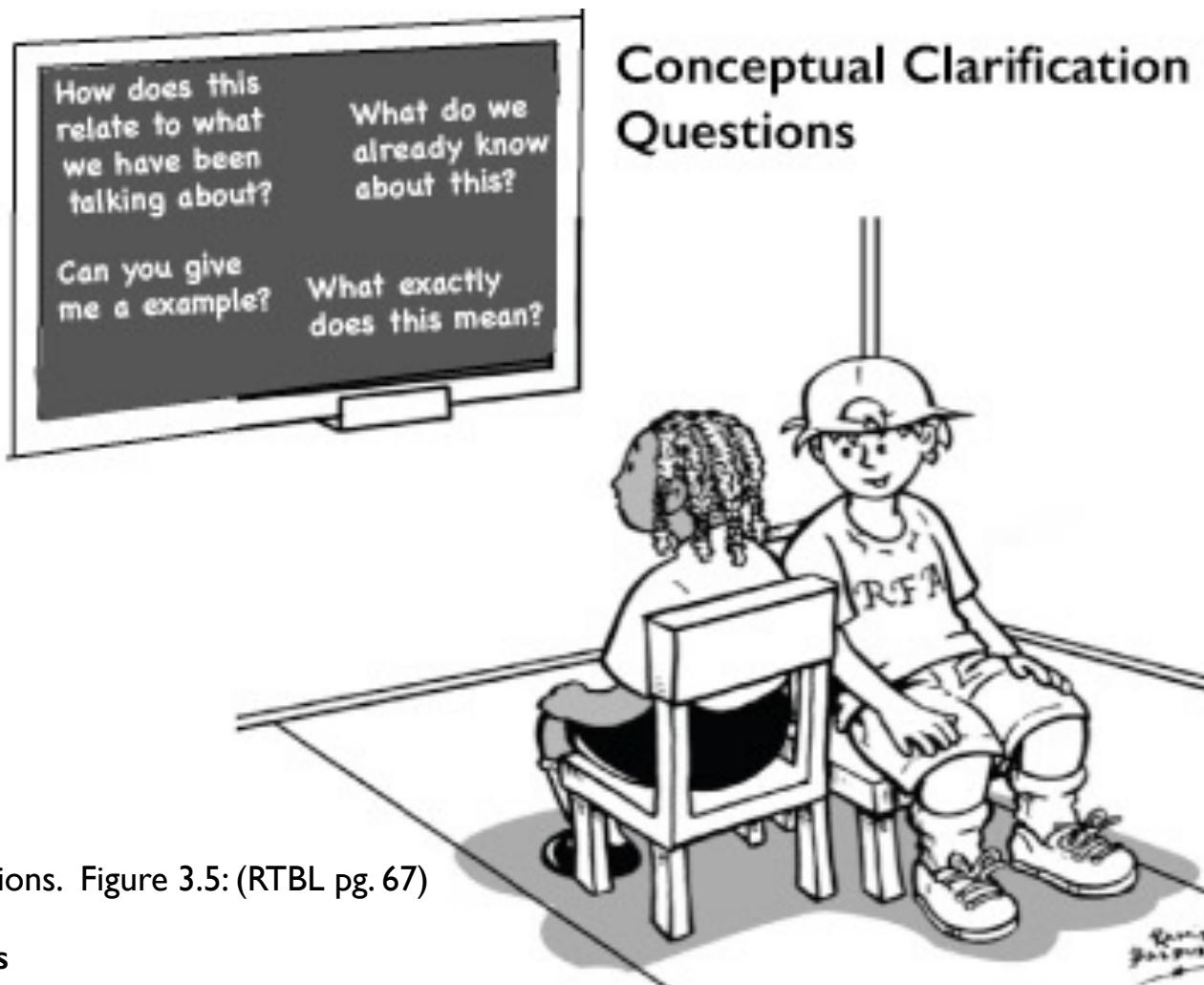


The teacher has the Partner B, who has their back to the screen, begin talking about the quote read in class, or the video that was viewed or specific aspects of the lecture they both had just heard.

After the Partner B has talked for 30-45 seconds the teacher puts a series of Socratic questions on the board. Partner A, will ask any of the Socratic Questions they choose, that they think will help reach the objective. Partner A decides which question should be asked and in what order. They also have to decide if every question should be asked or if only 1 or 2 is enough to for them to dig deeper into the what Partner B is saying

The key is that the speaker doesn't see what possible questions they may be asked and that the questioner listens to each response to determine which will be the next best question to pose.

Here is an example of Conceptual Clarification Questions



Sample Socratic questions. Figure 3.5: (RTBL pg. 67)

Probing Assumptions

What else could we assume?

You seem to be assuming ...?

How did you choose those assumptions?

What would happen if ... ?

Probing Rationale, Reasons and Evidence

How do you know this?

Can you give me an example of that?

How can I be sure of what you are saying?

What evidence is there to support what you're saying?

Questioning Viewpoints and Perspectives

What alternative ways of looking at this are there?

What is the difference between ... and ...?

What are the strengths and weaknesses of...?

How are ... and ... similar?

Conceptual Clarification Questions

Probe Implications and Consequences

Then what would happen?

What are the implications of ...?

How does ... affect ...?

Why is ... important?

Questions About the Question

What was the point of asking that question?

Why do you think I asked this question?

Am I making sense? Why not?

What else might I ask?