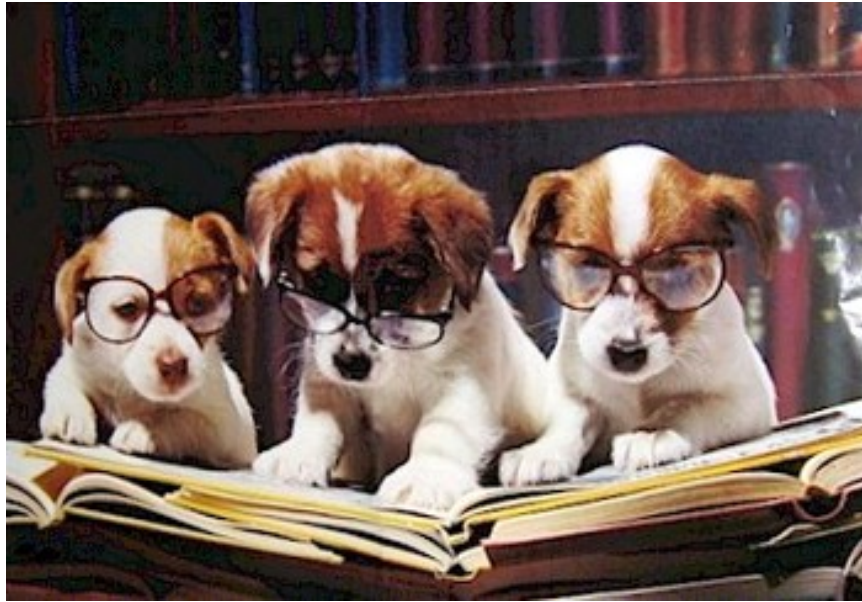


Reading, Writing, and Thinking in the 21st Century



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Author: Common Core CPR (Corwin)

Overcoming Textbook Fatigue (ASCD)

Engaging Adolescent Learners (Heinemann)



Common Core Shifts for Teachers

- Facilitate more than “teach.”
- Scaffold rigorous learning.
- Model literacy *within* disciplines.
- Create lessons around problem solving/investigation/inquiry.
- Focus on higher-order skills.
- Utilize a wide variety of texts.
- Integrate technology in teaching.



Common Core Shifts for Students

- Move toward independence.
- Develop strong content knowledge.
- Read and write within disciplines.
- Solve complex problems.
- Work collaboratively.
- Use evidence and think critically.
- Utilize technology as a tool for learning.

Standards for Motivation and Engagement



<i>Learning Goal</i>	<i>Standard</i>
Active learning	<i>Students interact with material in ways that provoke critical thinking and questioning.</i>
Autonomy	<i>Students' are given choice and opportunities for input. .</i>
Relevance	<i>Students form bridges and connections to content even when it may seem, at first, distant from their own lives.</i>
Collaboration	<i>Learning is social and should take place in pairs and groups where multiple participants and points of view are engaged.</i>
Technology use	<i>Students use technology not as a toy or distraction but as a tool to increase learning opportunities and to increase depth of study.</i>
Multiple learning methods	<i>Students encounter material in a variety of ways (print, visual, listening, experiencing) that increase "stickiness," and appeal to various learning preferences.</i>
Challenge and success	<i>When learning, all students feel both challenged and successful, resulting in increased self-efficacy.</i>
Differentiation and scaffolding	<i>Instruction is individualized, builds upon prior knowledge and is carefully paced so that each student learns deeply and at an appropriate rate for the class and material.</i>
Inquiry	<i>Assignments and topics promote a sense of curiosity and a love of learning through problem-solving efforts and open-ended questioning.</i>
Feedback and Authentic Assessment	<i>A variety of assessments (formative, summative, and self-directed) and a variety of timely responses (conferences, rubrics, written comments, and peer feedback) ensure that student learning capitalizes on strengths, limits or corrects weaknesses, and motivates ongoing learning.</i>

The Oruncle and the Cravarian

The oruncle was tubor and salinous but, alas, a cravarian mooked darfingly toward the oruncle, as he nerked and zombled along.

“Zeem!” shouted the dinglor cravarian, who cambled through the kirn to porrek at the narfed oruncle.

“Ah, Ha!” fozed the oruncle. “Menzy is neg.”

“Ha, Ah,” kinkled the cravarian as he vargolgoed and then fell into a vazam.



Group Infographic Evaluation



Roles: **Facilitator, Reader, Writer**

Faciliator – Your job is to keep the group on task and facilitate meaningful discussion.

Reader – Read the graph aloud as others in the group follow along silently. Stop often and ask if there are questions.

Facilitator – When the reader finishes, go around the group and, one at a time, have each person state their opinion of the writer’s purpose in creating the infographic. Reassure the group that all reasonable answers are acceptable.

Facilitator- Read the source of the article and ask group members to use devices to determine if the source is credible and unbiased. Ask if anyone wants to change his/her opinion of the writer’s purpose.

Facilitator - Ask group members what the writer left out that he/she could have included.

Recorder - Write discussion points below:

Facilitator - Have group members collaborate to come up with two questions they would like to ask the writer.

Writer - Write their questions below:

Facilitator – Ask the group to come up with a title for the infographic.

Writer - Write the title of the infographic that your group created below:

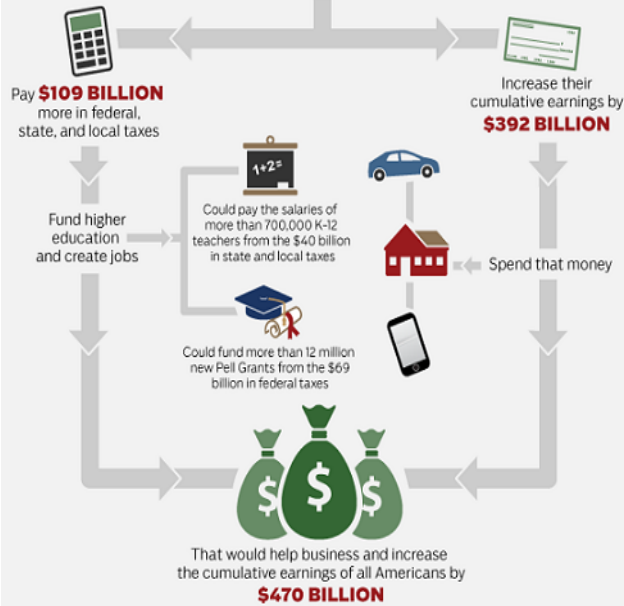
11 MILLION



If we provide legal status in 2013 to undocumented immigrants, over 10 years, it would mean...

15.1
percent increase
in their wages

That means they would:



Which would lead to an average annual increase of **121,000** jobs

Extra jobs and money in the economy would lead to a cumulative increase in GDP over 10 years of

\$832 BILLION

Source: Robert Lynch and Patrick Oakford, "The Economic Effects of Granting Legal Status and Citizenship to Undocumented Immigrants" (Washington: Center for American Progress, 2013), available at <http://www.americanprogress.org/issues/immigration/report/2013/03/20/57351/the-economic-effects-of-granting-legal-status-and-citizenship-to-undocumented-immigrants/>.

Center for American Progress

IMMIGRATION

REFORM

WHAT'S BEST FOR AMERICA?

A PIECE-BY-PIECE APPROACH

BORDER SECURITY

NOT COMPREHENSIVE LEGISLATION

WORKPLACE ENFORCEMENT

FIX OUR BROKEN LEGAL IMMIGRATION SYSTEM



BUILDS TRUST AND ACCOUNTABILITY FOR LAWMAKERS

BENEFITS AMERICA ECONOMICALLY

FOCUSES ON THINGS AMERICANS AGREE ON

DOESN'T ADD TO THE UNNECESSARY FISCAL COSTS OF AMNESTY

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Group Evaluation of Informational Text

Title of Article:

Source:

Is this source credible? Why or why not?

Write the name of the group member who will take on each role below.

Facilitator _____

Scribe _____

Recorder _____

Reporter _____

Each student will read the article silently. When everyone is finished, the group **facilitator** will lead the group through each of the questions. He or she will make sure everyone participates. The **scribe** will take notes about each question as it is being discussed, which will be turned in. Everyone in the group will then work together to come up with an answer to the questions, which the **recorder** will write on chart paper. The **reporter** will share the group's work with the rest of the class.

1. Write a new a new headline and sub-head for this article
2. Briefly summarize the article as if you were telling someone you know about the article.
Use only one sentence.
3. Find one phrase, statement or assumption in the article that you might question because of its accuracy or reasonableness. Write it on your chart and be prepared to explain why you chose this statement.
4. What information did the writer leave out that you think he/she should have included?
5. Copy one sentence or phrase from the article that is especially well written? Read it aloud to the class and explain why you chose it.
6. Write a question you would like to ask the author.

Discussion Guide for Visual Text

Members of Group:

Group Leader:

1. Choose one picture, photograph, or political cartoon.
2. Study the photograph or picture silently.
3. Discuss the message behind the image. Use the following questions to guide your discussion:
 - What is the artist/photographer trying to say with this image?
 - What feeling does the image evoke in you?
 - Who is speaking?
 - How could the image be interpreted in different ways? Explain.
 - What happened before the photograph was taken? Before the image was drawn or created? After?
 - What would you want to ask the photographer/artist/creator?
4. Show the class your image and explain how you “read” it.



Lent, ReLeah C. *Literacy for Real: Reading, Thinking and Learning in the Content Areas*, 2009. Teachers College Press.



Wide and frequent reading

increases vocabulary (Graves, 2009; Nagy, 2003);

develops fluency and knowledge of text structures as well as helping readers construct meaning with more challenging text (Ivey & Fisher, 2006);

increases students' scores on standardized tests (R. Anderson, Wilson, & Fielding (1998);

builds academic background knowledge (Marzano, 2004);

increases comprehension in content-area subjects (Allington and Johnson, 2002), and

improves writing, spelling, and grammar (Krashen, 2004).

Students need access to a wide range of materials on a variety of topics and genres both in their classrooms and in their school libraries to ensure that they have opportunities to independently read broadly and widely to build their knowledge, experience, and joy in reading. (CCSS, Coleman & Pimentel, 2012, p. 4)