**Dr. Evan Lefsky: Public Consulting Group (PCG)**

“Transitioning to the Florida Standards Project Description”

Florida DOE and charter school support

New York: EngageNY portal and curriculum

* ELL supplements
* Curriculum in print and digital formats
  + PCG is willing to send a copy of the EngageNY curriculum to every Florida district

Indiana: Project Success

Focus on students with disabilities

Connecticut: Common Core Coaches in ELA and Math

New ELL and ESE focused modules

Rhode Island: Common Core Ambassadors

Focused on parents and community

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What will it take for teachers and leaders to help all schools and all staff successfully transition to the Florida Standards?

* What have been some of your successes?
* What have been some challenges?

The assessment shouldn’t be the driver of our instructional changes; college and career readiness should motivate our changes.

Aspen Institute:

Robust professional learning experiences

Prioritize the standards and include high-quality content

Multiple delivery modes (workshops, feedback systems, coaching)

Enhanced opportunities for teachers to collaborate and reflect as they look at student work, plan for instruction, provide feedback, etc.

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28 Modules available in CPALMS very soon

Blended Learning Courses – K-5 and 6-12

Sequenced modules

Developed specifically for FL

Latest research, video exemplars, toolkits, unit and lesson design,

instruction, assessment, and more

Modules

Teachers, School Admin, District Admin, School and District Leadership Teams

8 Components of Alignment:

Data Use, Curriculum, Professional Development, Instructional Materials, Resource Policy and Procedures, Instructional Practices, Student Support, Assessment

ELA Foci: Instructional Shifts, UDL, and Assessment/Curriculum Design

Course 1 Self-Assessment

Course 2 Gap Analysis and LIIS

Course 3 Action Planning

Course 4 Managing Change

Course 5 Progress Monitoring

Course 6 Sustainability

**Heather Parks: FCRR on FAIR-FS**

ORF Study – Districts wanted to participate in the study

FAIR-FS:

Diagnose strengths and weaknesses

Set instructional goals

Monitor literacy growth

Predict students’ literacy success (PLS)

* The PLS may be removed because it’s aligned to the SAT-10. The data can suggest a false positive.

Syntactic Knowledge (SKT) – Connectives (cohesive devices)

Optional Pieces

ORF

Oral Response to 3 comprehension questions

Writing Response

Foorman

Oral Language and Academic Language – essential components of literacy

Reading Comprehension could be renamed to “Comprehension of Written Language.”

Read primary texts to young children that are above their reading level.

Self-regulation is high correlated to reading comprehension in young children.

Cohesive devices:

Have students circle the connectors (cohesive devices) in their texts and identify the relationship between clauses.

Use Ability Scores to monitor student growth.

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How can valuable instructional time be used effectively?

Percentile Rank – Students’ ability compared to other students in the same grade.

Does not percentage of correct responses, growth, or level

Ability Score – Quantifies students’ level of skill and reflects changes.

* Scale ranges from a minimal amount of skill to expert.

Does not reflect performance compared to other students, nor grade-level performance.

6th grade – below 30th Percentile Rank in Vocabulary warrants intense instruction.

School Data Guide – for Reading Coaches to use with teachers to plan school-wide.

Class Data Guide – for Teachers to use to plan instruction for the class.

Student Data Guide – for Teachers to use to plan instruction for a single student.

Teachers can now print the Missing Score Report

Ability Score Report: Choose a task from the drop-down menu.

Effective Practices for Literacy Instruction:

Provide explicit vocabulary instruction

Schedule frequent instructional time for this

Visuwords – free Visual Thesaurus

Components of Writing slide = can be useful for lesson planning of writing instruction

Upcoming FAIR-FS trainings will feature a gallery walk to identify resources to support the four main components of literacy:

Word Recognition

Vocabulary

Syntactical Knowledge

Reading Comprehension

CPALMS has new, updated features. We should revisit this site.

Writing Instructional Chart – Coming Soon!

All summer and fall 2014 FCRR face-to-face trainings will be digitized as online modules.

**Dr. Enrique Puig: Morgridge International Reading Center**

Student Agency in the Literacy Process: Critique, Cognition, and Confluency

How do students become independent and flexible learners?

Developing a common language:

Text – any theme or topic

Literacy – knowledge of a particular subject or field

Critique – detailed evaluation

Cognition – the act or process of knowing

Confluency – coming together with ease

Agency – becoming a flexible, independent learner

We teach students well how to predict, but we fail to teach them to anticipate. We miss the emotional hook.

What do we do in our heads to process multiple texts?

Predicting and Anticipating: Visualize, Make Connections, Compare and Contrast

Monitoring or Checking: Does what I predicted or anticipated align to what I’m interpreting?

Searching:

Self-correcting:

All dependent on Context

How we process:

Graphophonic

Lexical

Schematic

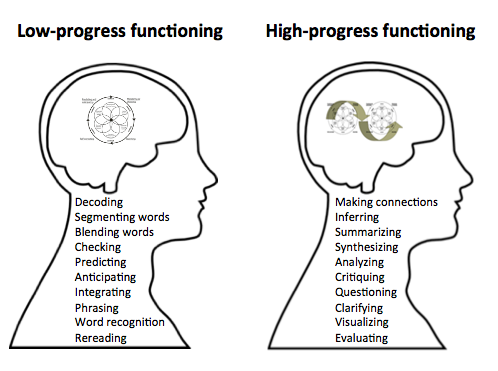
Syntactic

Semantic

Pragmatic

**Low-progress Functioning**: decoding, segmenting words, blending words, checking, predicting, anticipating, integrating, phrasing, word recognition, rereading

**High-progress Functioning**: making connections, inferring, summarizing, synthesizing, analyzing, critiquing, questioning, clarifying, visualizing, evaluating



How do we support student agency as they become literate?

1. Teach to students’ strengths.
2. Teach for strategic activity.
3. Teach for reciprocity.
4. Teach for strengthening searching behavior.
5. Teach for flexibility.
6. Use dynamic formative assessment.
7. Listen and talk.

Ask yourself:

1. What’s going on with this learner?
2. How is the learner processing the info.?
3. How do I interact with what’s occurring?
4. Am I intentionally assisting or assessing performance?
5. Am I teaching for strategic activity or focusing on the instructional practice?
6. Do I identify students by level or students who scored at a level?
7. Do I refer to students by “my” or “students I support”?

“Education is not the learning of facts, but the training of the mind to think.” – A. Einstein

CLAS

Teaching Channel.org

**A Student’s Perspective on the Writing Process:** [**https://www.teachingchannel.org/videos/student-perspective-on-writing**](https://www.teachingchannel.org/videos/student-perspective-on-writing)

WHY DOES SHE ENJOY WRITING?

Safe learning environment, non-threatening teacher, given freedom to write about her interests, It’s a creative outlet, she is good at it, time to reflect and write, she had someone working with her that is good as well.

What did you notice about her writing process? Had a plan, organic organizational plan, creative writing requires a great deal of planning, had background knowledge, good thought/sentence to capture it, foundational things – reading visualizes what’s in her head. Outside sources, revised, we can infer she is an avid reader. ☺

Writing is one of the hardest things we can do.

**Renn Edenfield/Sheila Vetch (St. John’s) – updates & news**

FSA ELA Coordinator

FAQ about writing/reading components

American Institutes for Research (AIR), SUBCOMTRACDTED with Data Recognition Corporation (DRC)/scoring site, and Pearson for FCAT 2.0/EOC Science, Math, Retakes

Dec. 1-29 ELA Field Tests/54 of 67 have at least 1 school in sample- totally CBT even 4th grade

March 2-13 Paper-based Gr. 4

March 2-13 5-11

April 13-May 8 Rest of ELA READING?

Had to shorten the names paper based have to show: ELA Writing Component/ELA Reading Component (Language & Listening included)

Retakes Oct 6-10 and following spring until the fall of 2016 NO RETAKE 2017 spring

10th grade graduation requirement, 11th grade nothing to do with PERT, don’t know if that will change. Students in 2015 first time taking FSA, sit and no standards till 2015 – a concordant score for the FSA, based upon FCAT 2.0 passing scores. Understanding is those students will not be subject to new passing score set at standards setting in 2015.

Students who start in 2016 are subject to that passing standard.

Do grade 11 students who failed grade 10 take grade 11 AND grade 10 FSA. \*\*\*\*\* FSA retakes

FSA scores for grade 11 may be a scholar designation – if meets a certain achievement – that student will have a scholar designation on diploma. Not sure of certain achievement.

Now 11th grade (retakers) under discussion again. UGH!

**WRITING:**

Will have a planning sheet – pledge of no cheating, lined on one – blank on the other.

Not scored – don’t waste time on the planning sheet.

Paper based accommodations IEP (not on computer) test and answer book, planning sheet and will write the response in the test booklet, scanned in and still scored. What about those that state prompt read to them, what about the passages? THIS is under discussion. (FL Instructional materials work with DOE, large print, braille, confer with dept. on all) Needed deaf, hard of hearing community too. – Still under assessment. Multimedia standards, blind, visually impaired, etc. Shown items – waiting on recommendations. Thinks this will be a memo coming from the commissioner about accommodations for this year anyway.

On the computer, with EP/504 says I can perform on computer, but also need a paper copy of the passage copy of the booklet IF it calls FOR IT – both reading and writing.

**READING:**

5-11 reading component, a work sheet is supplied for them to take notes on. Headphones 5-11 are required and not supplied by state, any type can be used phones or ear buds.

In next week or two secure portal will be released and kids can take a test – good time to test ear buds, phones. For reading portion – on computer, IEP passage/paper based booklet, can have.

Grades 3 and 4 have a passage book as well.

April 13-24 Grades 3-4 testing

Timing:

Each student once a session is submitted they cannot return to those items – permitted to take personal breaks as needed.

Text based writing is separate (March) so it can be scored.

Assessment field test in December, online comment forms – please provide feedback, especially regarding the timing. 90 minutes

WILL BE REPORTED AS A PART OF AOF A SINGLE ELA SCORE; WILL THERE BE A BREAKDOWN OF THE SCORE – THEY WILL GET A NUMBER FOR COMPONENTS COMBINED, WHAT ELSE WILL BE SENT OUT. THIS IS NOT DECIDED – ONLY THING IS POSSIBLE RAW SCORE OUT OF 10 POINTS. No release of student info in 2015, but may be amended.

Rubrics, 10 points – raw score but three rubrics 4, 4, 2 - - what is the score or three score report? Analytic rubric scored in 3 domains (first two domains 1-4) last is 0-2. Total raw score of 10 in an instructional/scoring setting each domain is scored separately. Score each domain separately – provide feedback this way. Still not sure of weight of the writing. Instructionally we need a breakdown. Renn believes that we know.

You must pass the writing/reading 2015 and beyond – students must pass ELA test/this means writing too. Blended score – a certain component of the writing component, W3.8 and W3.9 has reading

MUST TAKE BOTH PARTS TO RECEIVE A SCORE!!!! 10th grade needs this for passing / graduation

Allowed to bring in first person narrative/p.o.v. in essays.

The rubric within each domain – analytical a holistic nature within the scoring – won’t see each bullet, high quality writing will mask small issues (too many pronouns, etc.)

Elaboration piece: Extend thinking, flushing out –preponderance of evidence when students give a claim? Look at language of standards and rubrics – a 3 is standards language above that.

90 MINUTES for the writing portion read, plan, revise, edit determined how? Conversation about this! Looked at the Hasbrouck and Tindal table (standardized) fluency words per minute through grade 8 longest text sets available and looked at number of words per minute at 50% percentile and multiplied by number of minutes to read longest text sets x 3 (could read 3 times) and time to draft, revise, edit, - some possibility of adding time. IF INVOLVED IN FIELD TEST, SUBMIT TEACHER COMMENTS SO DOE IS AWARE OF TRENDS. Was typing considered? Yes, may not be as long as old FCAT – responses should get to it when reporting evidence.

Field test, stats on this to help choose best prompts to place on this contract. If the timing doesn’t change after the field test, 3rd grade/10 grade high stakes, will the consideration be given to weight of the writing? Decision about weighting will be decided, but won’t have anything to do with how the kids perform the first year, but what is right! We cannot base decisions on how students do the first year, but on where we need to be …

Two prompts on two separate dates – if not all used, the district can keep planning sheets. Each student will write two different prompts.

For responding – can’t copy and paste into responses

Spell check NO (no highlighting, can’t use notes when drafting – that’s why there is a planning sheet) Lyn should have gotten DOE letters last week – we need to have copies!

Bold, italics, underline, remove formatting, insert/remove numbered list, insert/remove bulleted list, decrease indent, cut, copy, paste, undo, redo, insert special characters, training tests secure browser release in October, applicable tools will be functional mid Oct.

Can we have a blank digital format within this platform for teachers to upload a test like students would see – we could upload text sets and prompts???

No highlighting

* Do teachers or district coordinators / test administrators that give feedback
* Is it anonymous
* Digital

Multi-paragraph essay,

Passages, claim (no counterclaim in 6th required, but should teach)

Avoid relying on one source, use at least 2 plan a response, revise and edit, be sure to include 7-11 claim, address counterclaims, use evidence from multiple sources, and avoided overly relying on one sources. Response should be in the form of a multi-paragraph essay – type in the space provided.

Time frame for all related to rubrics:

Out on the portal, July 31st collected public comments, feedback through Sept 8th.

August 266-30 educator content review of 2015 anchor/training materials using draft rubrics.

Almost ready for posting, some changes: Idea: Student friendly rubric to help navigate

Some of the comments on the portal are not actionable comments.

Questions for RENN – data – next year doesn’t help if only raw score

Standards do address proficiency in keyboarding when sitting to type.

Exemplars do not exist except what is on the portal.

EXAMPLE: See slides/Biggest changes overarching statements grade 4-5

Informative/Explanatory PFO points 4 and 3 – the response is fully sustained and consistently focused within the purpose, audience, and task; and has a clearly state controlling idea… blue is three

Read the prompt FIRST

Should help students determine purpose for reading and begin through processor how to respond.

Consider the entire task

Take notes

Use planning sheet

Reread

Draft, plan, revise, edit

Condition codes:   
blank,

Illegible, on comprehensible, insufficient, COPIED,

Off topic, foreign language \*\*\* May be able to give a language score

Grades 4/5 simple but clear use of sources, facts, and details,

Can students cite at the end of the sentence? (YES) teach it to the point that we think it is proficient writing for this test. Timed test, just cite and go on! Unintended consequence of getting hung up on one part of a test – it is NOT the curriculum!

Yes, you do need to teach MLA/APA etc.

6-11

Informal citations are acceptable

* Title of article, passage, author’s name, paragraph number direct quotation with tag line

Not taking credit for other person’s work, general citation is 3 – passage 1, 2 is that general? Possibly, more specific is a 4

**Reading component**

4-5 160 minutes 2 sessions 80 minutes

6-8 170 minutes 2 sessions 85 minutes

9-11 180 minutes – 2 sessions 90 min Permissioned and public domain

Ellipses are used to show removal/omission

Brackets with inserted words/phrases are used to show substitution

As I reflect on my last years of teaching, my job in the {schools} morphed from classroom teacher to Literacy Coach. AT ALL GRADE LEVELS NEED TO TEACH.

Grades 3-4 no listening

5-11 paper based accomodations, no listening items, after this first year may include in some way. Not able to do now.

Keep checking the portal – some pieces are not easily found – like a rabbit hole ☺

Look at all things, and open them. Assessment coordinator has all PPT presentations. All the information is on the portal. Routinely open all up and keep looking within the week [www.FSAassessments.org](http://www.FSAassessments.org) – use key word search.

**Other resources**

Blueprints

By mid October, percent of computer-based tests comprised of Tech-Enhanced items when all are CBT

4 option multiple-choice items as well

Expanded definitions for tech-enhanced items (TEIs) Training test guides a little too generic – customizing for ELA & Math

2015 Enhanced Test Item Specs (early winter) beef up the assessment limits what shouldn’t be assessed in any standards.

FORM to nominate MS/HS We need to support this! Mark Member of CLAS etc.

Front matter

Additional items

Assessments limits

Math is using edit – example: Proof – must correct a statement

Calibration: Use one prompt for each grade level / it is a possibility

Bad news – Field test is Dec 19 have to finish for operational test, prepare and monitor hand scoring, into rangefinder committees in March…matter of being able to do and published, NOT before the operational test. Collaboration within this group and districts.

Don’t have to score exactly the same way to score as DOE. There is always a margin of (subjectivity). You can score more stringently in an instructional setting. Will release ASAP. It is a possibility but must come from districts.

Calibration guides 1 / per grade level 4-11 calibration for each purpose two all the way up. Every student at each grade now will write to one prompt and write, each grade differs. Different type of writing. No specified they should be all be same.

If essay is a 0 goes to adjudication.

Reading portion – how are written responses scored? Rubric? People, AI? Not scored for writing standards, just within the reading standards – basic understanding. There will be a rubric for each open response – established, scored and loaded into the scoring engine to show what is a correct type of answer for this response. Machine scored and after, there is an adjudication process, ex: 0 check to see why – could be something loaded in – oh, we can give the student this. If not, there can be a third “human” score.

100% score is human, automated score on computer – human prevails, if not adjacent, a third human read – no half scores.

Scoring directors give anecdotal info for the prompts – stats on all

Read text sets, read prompts – content specialists all read these independently chose top two and gave rationale at face value – spot on with the stats. On the automated scoring what system is used? Don’t know AIR/DOC has it. We will get PPT on Edmodo site.

Sheila (Veatch – CLAS Board Member) will help us to think through how to ROCK IT!

Have to look at changes –

Don’t spend too much time worrying about score or you won’t be teaching kids. Changes happen, so keep changing.

Rubric Purpose Focus and Organization – this is THE OVERARCHING STATEMENT (look at the paragraph NOT the bullets (some will score 4 with 5 paragraph and/or 3 paragraph) Bullets are SUPPORT for the overarching statement.

Instructional implications; 1 and 2 are weaknesses

3 and 4 are written on the strengths 3 – a score point 3 in the PDO and Evidence and Elaboration, etc. meets the requirement of the standard – a 4 goes beyond. Need to look at this NEXT TO the standards use together.

First two domains 1-4, conventions are 0-2 went to Minnesota – Document include implications and changes.

Score point 3 bullet 6 and 8th bullet 0verarching 9th from scoring to instruction. \*\*\*\* May not be what the state does. Bottom of first page are the light bulbs ☺

Instructionally they must READ THE PROMPT FIRST!

Then read the texts ☺ Start doing the prompts as a bell ringer, what do you have to do…. I write an essay about…. Efficient writing.

READ the passage, once they know purpose for writing – they can read with purpose.

3x5 card what’s your opinion, where is the evidence? Do one a day, chunk the writing and/or at end of the week to write an introductory paragraph.

Evidence and insight – regarding their understanding of that evidence. Summarization – kids don’t need to do this –won’t score high. Expository is NOT summarizing. Show them the difference between summarizing and making a claim or controlling idea. Addressing the entire task – information not relevant becomes loosely related and loses focus.

Do NOT still do a “charlotte’s write” with passage sets, do authentic writing – it becomes a waste of time for students and teachers. We need to inform instruction and not worry about the “score”.

Claim is a claim, support is support – when we score this

Sample is a 5th grade writing

Opinion – adequately sustained, generally focused, has an opinion and evident organization /Elaboration contains most of the following:

Integrated evidence, adequate use of some elaboratio0n, etc.…. for a 3

To meet standards:

Strengths.

Maintains a position, evidence is provided, addressed a counterclaim,

This is based upon the portal: Too much stuff …Clutter brings out the creative side, Clutter. …Passages lend themselves to a counter claim.

Variety of sentences, good language, balances analysis,

Weaknesses:

Conventions a 0 lack of command of, 1 partial command of basic conventions, usage, inconsistent use of punctuation, spelling, (this gets a two) he has more than a partial command. Capital letters, voice, quotes, take risks and handles it well (2) adequate command – it is

May include minor errors/patterns: instructionally help with spelling ☺

Rubric is the rubric; therefore the score is the score and the time of year will determine growth, but the score wouldn’t change if it were Oct or Dec or Feb.

POF

E & E ¾ this child can write and we have lots to work with this child.

Renn: Accommodations: read to the student passages on writing component – for now until we know something else 2014 reading and writing and look at that and go with understanding that it will be similar to 2015 – They must read the text, but we can read the prompt.

All accommodations PB or live grade they must read the text, but we can read the prompt.

All accommodations PB or live grade 4 3 lined pages on which to write – not intended to write 3 pages, but given.

**Laurie Lee – updates JRF/CIS**

Disclaimer: I would never lie to you on purpose. ☺

***Updates: FAIR FS***

***Thank you! Persistence….***

***All issues including those dealing with SSO (FAIR K-2) are being analyzed and evaluated.***

***If/when decisions are made we will be notified.***

***Proposed State Board Rule Revisions Update***

***Rules must align with legislation:***

***Research based reading plan K12 –***

***K12 reading Intervention Requirements***

***Alt Standardized Reading Assessment and use of student Portfolio for good cause promotion – to board Sept. 29***

***Standards for mid-year promotion of retained third grades-***

Language changes in October

References to standards, benchmarks gone /we have standards

Decoding and text reading efficiency = “foundational-reading skills”

**Coaches’ logs** not required to complete through PMRN – many do a district log

Providing the application, but not requiring it. Rule 6A 590 – probably to board in November after approval. Take effect as soon as it approved by state board. (By end of semester) Do the rules require that a log be kept? Believe the language is coming out – don’t believe the log must be kept. Conference call will address next week.

**CAR PD/NGCAR PD** perhaps a rule change here: teachers must have completed professional development approved by JRF addressing the incorporation of remediation strategies into content area courses

Level 1 in content legislative change 6A 5.090.

Rule requires content area classes have car pd/ng/reading endorsement – provides additional flexibility – This is worrisome. Students need intervention and teachers need to be trained how to instruct them. A disservice to teacher and student can occur. Still up for discussion. Survey, content area. Still has the capacity to approve some PD plans for that. Wait and see. This is the proposed use now – but may change. Required hours/not if this language is there. Rule if approved by January.

**Third grade portfolio**

Legislation passed in spring: If a parent has a concern of passing next spring, parent can ask for portfolio immediately. Took effect in July 2014 – still developing a new rd. gr4ade portfolio sample – by January.

Use what we have at present, and a provision will be made for a transition.

NG CAR PD – revisions needed/ additional approaches are being explored to enhance intervention in the content areas. Make sure it is strong and content to use it.

Any other additional means of support for content area teachers. Send Laurie ideas with content literacy.

**Food for thought:** No action needed at this time – career and tech end teachers focused around that they have literacy standards with science and technical texts, writing…. those that came from industry. Need end background in their classrooms. If reading coaches could connect with those teachers it would be helpful.

**Writing:** Let’s just instruct! Just teach the standards all will be fine. The rubric reflects the standards – place them side-by-side. How the skills and abilities work to work through the standards.

**Writing PD**

Full day / elementary and secondary

Locations being identified

Registration this month

Scoring using student responses generated for the PSD

Focus will be on instruction.

**Work together** – Polk developed a prompt – not designed to be exactly like the testing situation. One class period – not like the test. Two texts/ student responses and will sit and score and then develop anchor papers and part of what they do will be to have district and coaches, and leaders.

Instructionally WHAT DO WE NEED TO DO?

This PD will be replicable. We need to do the work – none of us have been through this – no right answer, no official anchor papers, just teach standards and work on instruction.

November 12 – December

**Celebrate Literacy Week**

Reading Accelerates Success

January 2015

PSA contest K12

Literacy Leaders recognized at FRA -

☺ CIS revisions in process – inserted 4 texts versus 1 in CIS model two are challenging and 2 are less challenging.

Words introduced in section: vocabulary work Then text marking P is positive, N negative, NL neutral about immigration

Step 1A

Are there more benefits or challenges to accepting immigrants into one country from another and why? How have trends in immigration changed over the last 10o years? Discuss and talk – then write prior to reading:

‘Give us your poor…”  
No longer said aloud.

Send those in need

Somewhere else…

Trends in immigration are like assessment in education, Now dictated by the legislation for political purposes.

Should I be proud or hang my head on low

What if my grandfather were turned away?

What language would I speak? Where would I be?

Code and then discuss the “why” did we code differently – good discussion. Read the interviews. Historical and modern perspectives. Neg and positive.

Directed note-taking sheets used for students. Related to the two texts

Categories reasons for immigration then (tides writing) / now (interviews)

Step 1B fiscal and Economic Impact of Immigration on the US… more complex of next two

Then Last document is a map – change where they came from in 1910 as opposed to 2010…northeast - historical perspective. Moves to writing…

9/10 within this range of reading.

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Note: HMH close read, two actors talk about the text in close reads. HMH will make those scripts available to us so kids can do reader’s theater, etc.

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**Dr. Roy Peter Clark, Read to Write, Write to Read**

St. Pete - ☺

Three-day institute with Poynter Institute (journalism/media/democracy owns stock in Tampa Bay St. Pete Times)

Day 1 one form of writing, narrative, second day opinion/argumentation, 3rd day informational

Can’t be good teachers if you are not a learner! Difference between stories, reports, etc. way the artificial way we separate the forms of writing – when in fact we integrate it.

The teachers broke up into grade level roll up your sleeves exercises in reading, learning, and literacy. Wants to replicate the program!

Writing coach for America’s newspapers – been there around 40 years at Poynter institute – teaches writing from cradle to grave ☺

Personal mission is to learn about writing daily/ share with students and teachers what is learned

Free to Write – based upon an experiment including 3 daughters 1980s – first book ☺ 2008

Little Brown/ publisher first is writing tools – sequel is the glamour of grammar ☺ glamour and grammar were once the same word – check that out! Help for writers / problem/solution and how to write short – wordcraft for past times.

**Relationship between reading and writing:**

Lucy Caulkins says yes, we can teach reading and writing separately, YET great times encouraged by standards to teach together.

A type of close reading he calls X RAY reading (The Art of X-ray Reading and what writers can learn from it – next book next year).

**X-ray reading** works for Roy – when he experiences a text or sees one honored in a particular way (10 greatest sentences in American literature) what made each one great? That is x-ray visions EX: and as I sat there brooding on the unknown…. the ending …Gatsby believed in the green light…. so we beat on boats against the current ceaselessly against the past. (Check out the chapter on endings in the green book) reads at end of chapter 1 of Gatsby. Foreshadow the ending with thematic existence – foreshadowing – planting a clue to harvest at the end of the story. Invisible at first read – reread….

Insight if you have a powerful image one way to convey – plant it at the beginning, water in the middle, harvest at the end. (Can be done in a three hundred-word essay)

The Queen, my lord, is dead.

My lord, the Queen is dead.

The Queen is dead, my lord.

Dead the Queen is, my lord. (Yoda☺)

All satisfy the Standards of English. Question then becomes: Shakespeare wrote the best version of these 6 words. So, there is something about the first version that is a little better than the others.

Commas help to convey emotion, suspense has enforced waiting – suspended Delay between subject and verb has a mini effect.

Sounds are harsher at each end. L R Liquid consonants, love is soft.

Tension between sounds don’t belong together, but are often merged to create a friction that sustains attention – Buffy the Vampire Slayer ☺

Writing strategy – the great writers place their most important, emphatic language at the end. What comes first matters, but what comes last matters more! (Every joke, take my wife…please! Every piece of great oratory…shall not perish from the earth…) this rhetorical strategy what comes last before the stop sign (period) that will be noticed more.

IE: The Queen, my lord, is dead. (Least emphatic is my lord) The Brits call a period a “full stop”. Placing strong words comes from the words of writers

Article by Thomas French (Pulitzer for feature writing for St. Pete Times)

Zoo Story – came from this article about Lowry Park Zoo Problem posed by book very often on different continents, an overpopulation of an animal – cull the herds (kill them ☹\_ choices is between killing them or placing in a zoo. Value of that? Rich argument of pros and cons.

Herman and Enshalla died when he was there. He tells their story. Love it!

Parallel stories with photographs/ what is Tom doing here that moved me as a reader to cut it out and save it? If I can figure out the strategy to create these emotions, I can write like that and pass it on to others.

Look at the white space, then circle the text next to that white space. He has chosen an emphatic placement – the power of the paragraph creates white space. Too little white space is dense text. Eyes look down past the expository pates – see dialogue it’s shorter.

If the period plus white space is together, comes as a stop light for special emphasis.

Could have written it in another way, but it wouldn’t work as well. All the words the author wanted to point to the number 00001.

Tom uses 4 starts to emphasize the number

At the end of sentence

End of paragraph

End of a chapter

He places it at the end of the shortest sentence in the passage.

The Jesus wept effect – describing the moment Lazarus is dead – most important sentence.

An insight such as this changes the way one reads and writes. A powerful flow of energy from reading to writing and back ☺

Read in a critical, perceptive way. Write in a wide variety of forms for audiences. The third capacity that one has – they can talk about reading and writing in ways that others cannot. This makes a literate person. This is what x-ray reading can do to build the muscles of students. Begin to speak and answer open-ended questions, form concepts and ideas. Now hat5 someone has named emphatic word order, they can begin to see it in reading and trace in revisions.

Mentor texts for good academic writing – Roy has a preference –

Trying to improve writing instruction in all areas. Show the writing your students do about (the discipline)

Best writing by students in various disciplines and publish it in an anthology with a description of the PROCESS that was used. Love this.

#3 – No single gesture…about Lyndon Johnson…Too teach the semi-colon to organize diverse elements of the text. This is awesome! ☺ 115 words.

Presidential biographer – the instant that changed LBJs life told in a single sentence 6 words long: There was a sharp cracking sound.

Presence of Jackie at LBJs swearing in – gives credence to this….

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**The Standards show us the walls of the building and not the foundation.**

All types of writing (branches on a big tree) but get nutrients from soil or trunk of tree –model for the writing process that influences all forms of delivery (sonnet to tweet)

Idea

Collection of evidence

Find a focus,

Best material

Find an order

Write a draft and then

Revise Collect, focus, select, order, draft AND THEN REVISE.

Sonnets, haiku, etc.

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Writing