

# The Exchange

Spring 2016



A Newsletter of  
the Secondary  
Reading Interest  
Group of the  
International  
Literacy  
Association

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## SRIG Website:

<http://adolescentliteracyinterestgroup.weebly.com/>

## Message from the President

by Julie Meltzer, SRIG President



Dear Colleagues,

The past two years have flown quickly and here we are, ready to transition leadership of the Secondary Reading Interest Group into the capable hands of the next SRIG president, Deb Franciosi. Deb has been sharing thoughts and expertise through articles in the past Newsletters and I know that she will do a wonderful job. For more about Deb, see her LinkedIn profile at <https://www.linkedin.com/in/dfranciosi>. Aply assisting Deb will be our next President-Elect, Terry McHugh. Look for an introduction to Terry in this edition of The Exchange.

## We are looking for a Treasurer/Membership Chair!

Our long time treasurer, Rita Noon, is retiring. :( We are waiting to find out how ILA wants to register and oversee affiliates and special interest

## **SRIG Membership**

The SRIG has close to 200 members. Every member counts when it comes to our ability to get a large enough room for our annual SRIG session. Please let anyone who might be interested know that they are welcome and encouraged to join! At \$10 per year, it is a bargain! Please let Julie Meltzer know that you want to be a part of us: [jmeltzer@mdirss.org](mailto:jmeltzer@mdirss.org) or fill out the form on our new website and we will be in touch: <http://adolescentliteracyinterestgroup.weebly.com/>

## **Secondary Reading Interest Group Officers 2014-2016**

**Julie Meltzer, President**  
[jmeltzer@mdirss.org](mailto:jmeltzer@mdirss.org)

**Debra Franciosi, President-Elect**  
[dfranciosi@projectcriss.com](mailto:dfranciosi@projectcriss.com)

**Kelly Gallagher, Past President**  
[kellygallagher@cox.net](mailto:kellygallagher@cox.net)

**Kathy Galvin, Secretary**  
[kathy.j.galvin@gmail.com](mailto:kathy.j.galvin@gmail.com)

**Rita Noon, Treasurer/Membership**  
[ritanoon@gmail.com](mailto:ritanoon@gmail.com)

groups. Therefore Deb and Kathy agree that it is a good idea for me, as Past-President, to take on a temporary (1 year) role as SRIG Treasurer/Membership Chair. Going forward, we need someone to take on this role.

This may be exactly the right opportunity for you to become more involved with our SRIG! It is not a heavy lift and you get to work with great people and ensure the longevity and financial reporting of the Secondary Reading Interest Group (SRIG). Qualifications: Being a SRIG member, willingness to manage the mailing list, a welcoming manner and attention to detail. Please think about it and reach out to me at [jmeltzer@mdirss.org](mailto:jmeltzer@mdirss.org) if you are interested. Thanks for considering!

This Newsletter contains an article from Doug Fisher and Nancy Frey who will each receive the 2016 Thought Leader in Adolescent Literacy Award at our SRIG Session at 10 am on Sunday July 10 at the ILA Conference in Boston. I hope you will join us to hear about their current and upcoming work in the field and their thoughts about what is important for us to consider as we work with middle and high school learners.

I am excited to continue to participate in great conversations about the aspects of our craft that focus our collective passion: strategies for teaching reading and writing to middle and high school readers across content areas with special attention to motivation and engagement, what being literate in the 21st century requires, and how to effectively support struggling readers and writers to develop the skills and dispositions they need for lifelong success. Thanks to all of you who have contributed to and who have read the Newsletter over the past two years. I hope to see many of you in Boston!

Sincerely, Julie

## **Remember to Model**

by Nancy Frey and Douglas Fisher

**The focus on close reading of complex texts seems to have resulted in an unintended consequence, namely less teacher modeling.** We believe that there is compelling evidence that adolescents should be engaged in close readings of complex texts in many of their content area classrooms. *One example, when Nancy observed a chemistry class studying carbon and they read from Scientific American and Obama's climate change speech, she noted the amount of deep thinking students were doing.*

As we have noted in much of our writing about close reading lessons, there should be significant student-to-student interactions and not, *as Doug has seen too many times*, students filling out worksheets while

## **SRIG Session at the 2016 ILA Conference:**

**Come one, come all!**

**Sunday, July 10 at 10 am**

*Join us when the 2nd Annual Thought Leadership in Adolescent Literacy Awards are presented to Doug Fisher and Nancy Frey. We will have a short business meeting followed by presentations by Doug and Nancy.*



**Consider joining us for our  
ILA Pre-Conference Institute:**

### **INSTITUTE 06: Supporting Adolescents to Meet the Literacy Challenges of the 21st Century**

**Friday, July 8, 2016**

**9:00 AM - 5:00 PM**

**John B. Hynes Veterans  
Memorial Convention Center  
Room 200**

This pre-conference institute offers practical, current research-based strategies to prepare adolescents to meet the literacy demands of the 21st century. Interactive keynote presentations and breakout sessions facilitated by experienced researchers and practitioners provide opportunities to collaborate, explore the latest research, and connect the research to effective practice.

The institute is co-sponsored by

reading alone. **At its core, close reading is peer-mediated learning.** Teachers and peers pose questions to serve as fodder for these conversations, but the teacher refrains from telling students what to think about the text. There seems to be growing consensus on this aspect of instruction. *Nancy believes that the teacher should not say anything about a text that the students can say. Doug adds that we should get out of the way when students engage in discussion about complex texts.*

Unfortunately, from our observations in science, history, technical subjects, and English classes of late, **it seems that close reading lessons have replaced much of the teacher modeling that students need in order to apprentice into the thinking required in a given discipline.** Think alouds and other forms of teacher modeling (e.g., work examples, shared readings) provide students with examples that they can use when they are stuck. *Doug prefers to think aloud for students. He has a plan but allows the text to tell him what to say. Nancy is the more structured and planned of the two, and prefers shared readings in which she has her teaching points ready. Doug notes that it's not that he's not ready, but that he likes the lesson to be a bit more organic.*

**Regardless of teachers' individual styles, when experienced often enough, these modeling events build students' habits such that they automatically deploy certain kinds of thinking when they encounter texts.** *When Nancy models, she often focuses on word solving strategies. She likes to show students how looking inside words (e.g., prefix, suffix, root, base) and looking outside words (e.g., context clues and resources) helps her think about the author's message. Doug notes that, over time students begin to use these word solving strategies as they read on their own.* When students do not have sufficient teacher modeling they have limited resources that they can rally when reading complex texts, collaboratively or independently.

We have conducted countless modeling events for our students and observed thousands more. In doing so, we recognized that there are at least five considerations for teachers in terms of what to model:

- 1) General comprehension, such as predicting, questioning, inferring, summarizing, and monitoring.
- 2) Word solving, including morphology (looking inside words), context clues (looking outside of words), or using resources such as the Internet or other people (looking further outside of words).
- 3) Text structures, including narrative versus expository, types of text such as problem/solution or cause/effect, as well as common literary tools that authors use.
- 4) Text features, such as graphics, charts, diagrams, and text treatments such as bold or italics.
- 5) Disciplinary thinking, such as sourcing or corroborating (see figure 1 for additional examples of disciplinary modeling).

Modeling within the disciplines apprentices students into the ways of thinking that experts typically use as they complete reading tasks. We have developed two general rules that are useful for teachers to remember when they model, which we call the "*I and Why*" rule. First,

the SRIG and the ILA Adolescent Literacy Committee and features interactive keynotes by Carol Jago, Kathleen Hinchman and Doug Fisher and break-out sessions pertaining to three topics: Helping Adolescents Meet the Literacy Demands of the 21st Century, and Supporting Struggling Middle and High School Readers.

### Introducing our next President-Elect



Terry McHugh earned a Bachelor of Arts degree in Speech Communication and Political Science from Augustana College of Rock Island, IL. He completed graduate coursework in Communications and teacher certification requirements at Northeastern Illinois University. He earned a Master of Education in Educational Leadership from Governors State University and continues post-graduate study in reading and literacy.

Terry’s professional career includes long stints as a classroom teacher, department chair, principal and central office administrator. A common

teacher modeling should use *I statements*, rather than you or we statements so that students hear the internal dialogue that the teacher is having. In addition, I statements encourage empathetic listening as students begin to realize that they can engage in the type of thinking that they are experiencing. Second, teacher modeling should include *why*. This requires that teachers be metacognitive, and share their thinking about their thinking with students.

Providing an example of sourcing, for example, lets students know what it is that the teacher did but not why. Including the because, why, or how in each modeling event provides students with examples of the type of thinking required as well as the ways in which that thinking was generated.

**Here’s our major point: Don’t sacrifice teacher modeling for close readings.** In general, we think close readings can be integrated into classrooms replacing much of the lecture time that students have historically experienced. Rather than telling students about the D-Day Invasion, they can closely read a number of primary source documents and investigate this historical event collaboratively. To do so, they will need to be apprenticed into the types of thinking that will ensure their success. This includes more general tools to understand a text, such as comprehension, as well as more discipline-specific ways of thinking. Simply said, modeling builds habits that students need to develop if they are going to assume responsibility for their own learning.

Figure 1. Aspects of Disciplinary Literacy

Reading like a Scientist	Reading like a Historian	Reading Literature
<ul style="list-style-type: none"> <li>· Writer’s expertise: Is the writer credible?</li> <li>· Evidence: what evidence does the author furnish to support claims?</li> <li>· Classifying: How does this information fit with models I already know?</li> <li>· Questions: What questions does this text raise?</li> <li>· Investigation: Where can I</li> </ul>	<ul style="list-style-type: none"> <li>· Sourcing – analyzing who produced the document and use that information to analyze the viewpoint and reliability of the document</li> <li>· Contextualizing consider the document in historical context including when it was written, where, and what else was happening at the time</li> </ul>	<ul style="list-style-type: none"> <li>· Author craft analyzing the choices an author made, including genre, narrator, and literary devices</li> <li>· Contextualizing – consider the text in its social and historical context including when it was written, where, and what else was happening at the time</li> <li>· Theme – determining the underlying</li> </ul>

thread of promoting adolescent literacy has woven these different roles together. Terry currently serves as Literacy Specialist for Waukegan Public Schools, a large urban district in northeast Illinois. He leads literacy- focused professional development, coaches teachers, develops curricular and instructional materials and supports literacy-based instruction.

Terry lives in Palatine, IL with his wife, Molly, and their two children, John (Illinois Wesleyan University, '17), and Emily (Augustana College, '19). He currently serves as President of the Secondary Reading League, a special interest council of the Illinois Reading Council, focused on issues of adolescent literacy.

This eternally optimistic Chicago Cubs fan looks forward to supporting the Secondary Reading Interest Group as it continues to make its impact in the field of adolescent literacy.

### Membership Proposal

We will vote on the following proposal at the annual SRIG meeting: SRIG Membership will be in effect from one annual ILA convention to the next ILA convention. Members can renew or will be billed that month and will be able to pay by check or online beginning in July 2016. Full dues (\$10) will be required from the convention to six months later. After that, membership is “free” until the next conference.

obtain more information?

· Corroborating read across multiple documents to identify points of agreement and disagreement

message or “big idea” that indicates the author’s belief about life. Readers consider a given text against universe themes that transcend culture and language to explore the human experience

Source: Fisher, D., & Frey, N. (2015). Teacher modeling using complex informational texts. *The Reading Teacher*, 69, 63-69. Used with permission.

## 2016 Thought Leader in Adolescent Literacy Award

***Doug Fisher and Nancy Frey are the recipients of the 2016 Thought Leader Award. Past award winners include Doug Buehl, Carol Jago and Jeffrey Wilhelm. The awards will be presented to Doug and Nancy at the Secondary Reading Interest Group (SRIG) session on Sunday, July 10 in Boston. Don't miss it!***





**The Canadian Network of International Reading Association Councils (CNIRAC) and the Canadian Special Interest Group (C-SIG) invite you to the Canadian Reception.**  
**Sunday, July 10, 2016**  
**6:30 - 9:00 p.m.**  
**Fairfax Room, Third Floor**  
**Sheraton Boston Hotel**  
**39 Dalton Street**  
**Boston MA 02199**

## **SRIG Accomplishments and Next Steps**

**2014-2016:** We have accomplished a lot in the past two years! We have instituted the Thought Leader in Adolescent Literacy Award and presented the first set of awards. We have passed a name change to be put in effect when we get the green light from ILA. We have a new website. We have increased membership. We are co-sponsoring, with the ILA Adolescent Literacy Committee, a pre-conference Adolescent Literacy Institute in July. We continue to publish two editions of *The Exchange* newsletter and continue to offer great SRIG sessions at the annual ILA conference.

**Next Steps:** We will be participating in the **SRIG Marketplace from 6:30-7:30 on Friday July 8. Please come by the Fairfax Room (3rd Floor) at Sheraton Boston Hotel to explore other Special Interest Groups you may be interested in, renew your SRIG membership, and just say hi!** We will be instituting a way to pay membership dues online. Mostly, we are looking to expand ways to get members involved and to have more two-way communication. Your ideas and input are most welcome!

## **What if Reading and Writing Instruction in Middle and High School Was Driven by 13 Beliefs?** by Julie Meltzer

There are 13 beliefs stated in *The Teacher You Want to Be: Essays about Children, Learning and Teaching.*

1. Teachers as researchers
2. Teachers as learners
3. Appreciative view of children
4. Struggle is where learning happens
5. Engagement
6. Ownership of learning
7. Intellectual stimulation
8. Joy
9. Teacher professional growth and collaboration
10. Interdependent learning/student collaboration
11. Family
12. Head and heart

## **Thank you Rita!**

*Rita Noon has served as Treasurer/Membership Chair of the Secondary Reading Interest Group (SRIG) since 2001. Rita has also been the unofficial historian for the SRIG, and has played the role of informal advisor to seven SRIG presidents, recommending excellent speakers and keeping up with current trends in adolescent literacy.*

*Rita began her teaching career at Catholic Central High School in Lansing, Michigan as a religious education teacher. She taught grades 3-4 at Gier Park Elementary in Lansing before taking a position as a reading Teacher at Gardner Junior High. At Gardner, Rita was a reading teacher/consultant who worked with remedial readers and content area teachers. While there, Rita developed a vocabulary system for all academic subject areas based on Latin and Greek roots and affixes and presented it to the reading teachers in the other four junior highs who incorporated the program in their schools.*

*In 1983-84 Rita transferred to Eastern High School in downtown Lansing where she taught ninth grade English and reading classes until her retirement in 2001. Rita held high expectations for all of her struggling readers and encouraged them to work hard in order to graduate as successful readers. Many of them have expressed their deep gratitude for her persistence in pushing them to achieve.*

*Rita was a Literacy Leader at the local, state, and national levels. She served on various state education committees charged with*

### 13. Time

I had the good fortune to go to the New England Reading Association (NERA) Conference a few weeks ago. There was a panel discussion that raised the question: What if our instruction were driven by these 13 beliefs? What would it look like? Feel like? Sound like?

It is an intriguing question. It is interesting because I think most of us agree with these thirteen assertions about how education should be. Yet, in general, across the country, support for struggling middle and high school readers and writers does not universally include these elements. Too often, struggling readers and writers are dealing with the least interesting content, doing less critical thinking, and are less engaged. Too often teachers are required to “apply” doses of one-size-fits-all programs without engaging students themselves in their own growth or the ability or time to adequately diagnose what is going on. Too often what students are reading and/or writing about is far removed from their lives, their dreams, and their concerns.

What if middle and high school Reading and English Language Arts teachers took a deep breath and a step back and thought about each of these beliefs and what it would look like if these beliefs described their practice? What would change?!

*designing professional development modules, planning statewide conferences, and presenting elementary and secondary literacy professional development to educators throughout the state. In the 1980s, Rita became very involved with the Michigan Reading Association and the Michigan Secondary Reading Interest Group. She was nominated for, and won, the Michigan Secondary Reading Teacher of the Year award.*

*Always seeking personal and professional growth, Rita attended annual IRA conventions and paid all expenses out of pocket. (For nearly 25 years, Rita initiated spirited discussions with her two roommates, Deanna Birdyshaw and Sheila Potter!)*

*Even when she had retired from teaching, she continued to have close connections to her former students - many of whom have become literacy leaders. She continues to have a variety of interests. Recently she has been captivated by brain research.*

*Rita, we will do our best to carry on but know that your kindness, generosity, efficiency and good humor will be greatly missed!*

*Thanks to Sheila Potter, Deanna Birdyshaw and Lori DiGisi for providing content for this article.*

