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Warm-up: Can you determine the phrase or new word(s)

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- WEILIEGHT
- BB ~~BB~~
- 87S9AF3E6T54Y10
- EYERIGHTEYE
- ALL world
- RI POORCH

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**Fifteen Literacy  
Strategies Every  
Teacher Can and  
SHOULD Use**

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## Bonus Strategy

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- Simple strategy for getting students to work in pairs
- Involves both student choice and teacher choice
- Eliminates problems and saves time
- Learning Buddies

## Guiding Questions

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- Why do we need a literacy focus?
- Why do we not expect kids to read and write often?
- What can **all teachers** do to focus on literacy?

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## Why Do We Need an Across-the Curriculum Emphasis on Literacy?

## The 21<sup>st</sup> Century Challenge

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- DOL estimates that 70% of fastest growing jobs will require postsecondary education and 40% of all jobs projected to 2008 will need at least an associate's degree
- 90% Fortune 1000 executives have stated that low employee literacy is a key attribute hurting their business
- 71% of 300 executives surveyed listed basic written communication training as critical to their companies' success

## International Center for Leadership in Education:

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- “the readability levels of workplace documents, forms and text sources are higher than many people would have imagined.”
- A recent study of reading materials in the workplace determined the following data for the 16 USDOE Career Clusters:
  - 9 of the 16 clusters require entry level employees to read material written at a higher level than the highest ranking employees.
  - 4 other clusters require entry level employees to read material written at the same level

## Where are we now?

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- 80% of college faculty report that entering freshmen cannot read well enough to do college work.
- Only about one-third of seniors and one-fourth of 8<sup>th</sup> graders are proficient readers.

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## **SREB's five school-wide goals make a difference**

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- Read 25 books
- Write weekly
- Use reading and writing strategies
- Write research papers
- Teach all ELA classes as if gifted

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**All students will read the equivalent of 25 books (2500 pages) per year across the curriculum to increase their understanding of the content of all classes.**

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## **Reading is the single most important social factor in American life today.**

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1. The more you read, the more you know.
2. The more you know, the smarter you grow.
3. The smarter you are, the longer you stay in school.
4. The longer you stay in school, the more diplomas you earn and the longer you are employed—thus the more money you earn in a lifetime.
5. The more diplomas you earn, the higher your children's grades will be in school.
6. The more diplomas you earn, the longer you live.

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## **The opposite is also true.**

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- The less you read, the less you know.
- The less you know, the sooner you drop out of school.
- The sooner you drop out, the sooner and longer you are poor.
- The sooner you drop out, the greater your chances of going to jail.

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## Poverty and illiteracy are the parents of desperation and imprisonment.

- 82% of prison inmates are school dropouts.
- Inmates are twice as likely to be in bottom levels of literacy.
- 60% of inmates are illiterate.
- In the 1990's, Indiana used the literacy level of second graders to estimate the number of prison cells needed in this decade.

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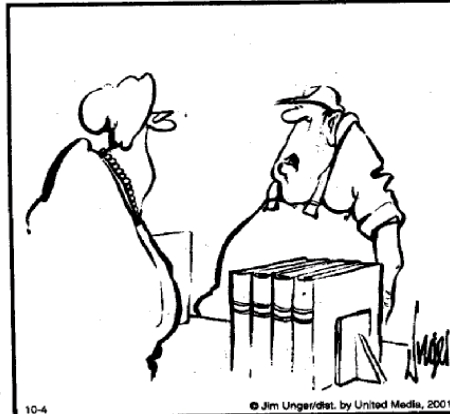
## But teachers aren't asking students to read...

Number of Books	Middle Grades	High School
None	47%	33%
1-2	28%	36%
3-5	12%	18%
6-8	7%	7%
9+	7%	5%

## Do students have time to read?

CLASSIC HERMAN

By Jim Unger



10-4

© Jim Unger/dist. by United Media, 2001

"I want a book on speed-reading  
and 85 novels."

## Do students have time to read?

### High School

- 44% of the students watch TV three or more hours per day
- 7 percent watch over 6 hours!

### Middle Grades

- 51% watch TV or play computer games three or more hours each school day.
- 17% watch over 5 hours!

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## Do The Math

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- Goal of 25 books
- Average reading rate 250 words per minute
- 500 words per page
- 100 pages per book
- 175 school days

*equals  
less than 30 minutes per day  
to reach goal!*

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**All students will write weekly in all classes to help them understand and use the content of their classes.**

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**To raise their writing skills and use them to increase and demonstrate understanding of the content of all classes,**

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• **Students must**

- Complete short writing assignments weekly.
- Write something everyday.
- Write in multiple formats for different audiences and purposes.
- Revise their writing frequently.
- Understand the standards for good writing.
- Examine models of good writing.
- Use technology in the writing process.
- Complete writings that include interim benchmarks that require students to use the writing process

**Why is this goal important?**

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- Writing across the curriculum is about a method of discovering and uncovering knowledge.
- Nonfiction writing is the key to adult success and is required in virtually all professions.
- Writing is required in every postsecondary class.
- Writing is the number one thinking skill.
- Our future is technology.

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Writing is not a special language that belongs to English teachers and a few other sensitive souls who have a “gift for words.”

Writing is the logical arrangement of thought. It enables us to find out what we know, and what we don't know, about whatever we're trying to learn.

William Zinsser

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**All students will complete  
research papers in all classes  
annually.**

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## Research Papers/Researched Papers

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- Process important
- Many formats
- Create a school guide
- Have drafts deadlines/peer editing/teacher editing/final drafts

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**All English/Language Arts  
classes will be taught as if they  
were honors/gifted.**

## Why Upgrade English

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- Most tracked course in high school
- Literature focused, not standards-focused
- Little alignment with post-secondary
- Lack of focus on the writing process

## Upgrade the Rigor in English

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- Read at least eight books and demonstrate understanding
- Complete a short paper of 1-3 pages at least weekly for a grade; and
- Complete a major research paper each year



## Literacy Plan

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- Work in table groups to brainstorm ideas as to how your school can take actions to meet these goals.
- Determine one concrete action to address each of the first three goals
  - Read 25 Books
  - Write in All Classes
  - Researched Pieces in All Classes

## Today's Focus

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**All students will use reading and writing strategies to help them understand and use the content of all classes.**

## I am not a reading teacher!

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- This is the most common statement heard when teachers are asked to have students read in their classes.
- Teachers are not asked to be reading teachers, but teachers who require students to read.

## Reading - More Than Just Decoding Words

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Content teachers tend to think reading is decoding and not extracting meaning from the written word.

**Two Readings**

## Lucy's Dilemma

After checking the log it was  
obvious that I had been doing far too much LSD. As a result my max  $VO_2$  was bound to suffer. It was obviously a time to attempt some fartleking. I wondered if the Gore-tex and polypropylene would hinder my attempt at using speed. If so, perhaps a quick deuce would, just as well, serve the purpose of the day.

## So What?

- Hopefully, you were all able to decode the words. The question: Is reading just decoding?
- The second reading will transform you into a student with poor decoding skills. CAN you extract meaning from the written word?

## LEDGUSLLAITEIVE YSHOOZ

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At a recent gathering at the Capitol here in Madison, a number of ledgusllaitive yshoos wur dhycust. All dellt with tuhrizuhm in Wisconsin. Klyph Kharlsuhn, who onze a small phische pharm nier Wabeno, lead the phyte for tacks braxe for stayt bisnusmuhn hooze prauphutz halve bin sclascht beakuz uv the enuhrjee chrysusse. Other cimullerlee kuhnsyrnde sytazunze joined hymm in demanding immediate rheleaph phor such pursonze.

## Reading

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- Decoding and garnering knowledge from the written word. Which one could you answer more questions about the content?
- Instructional strategies that focus on the second are the focus of this workshop. Students with severe decoding difficulties need specific training from a Reading Teacher.

## Teachers must understand that:

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- Students cannot become better readers if not required to read.
- Nearly all students learn language arts skills best in an integrated way that allows reading, writing, speaking, and listening to work together with other subjects.
- Vocabulary development is best learned in the context of reading, writing, speaking and listening, not through arbitrary lists of terms and definitions.
- Students need to talk knowledgeably about their own reading and writing, as well as learn to listen effectively to others.

## Reading and Writing in Classrooms

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- Students do not understand strategies for technical reading and writing!
- Students have never been taught these strategies.

## Americans Think Big

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- When told that kids need to read and write in classes teachers think big: books and research papers.
- Think small: strategies that get students to read and write in small segments to learn content.

## The BIG ONE FIVE - Strategies for Every Teacher

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- Simple strategies that get kids to read and write.
- Read and write to learn the content of your class.
- Most require little or no extra planning.
- All are active engagement strategies.

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## **Fifteen Literacy Strategies Any Teacher Can – and Should – Use**

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- 1. Admit slips**
- 2. Exit slips**
- 3. Double entry or two column notes**
- 4. ReQuest**
- 5. Interactive CLOZE**
- 6. Capsule Vocabulary**
- 7. Open-response questions – A KEY**

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## **Fifteen Literacy Strategies Any Teacher Can – and Should – Use**

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- 8. KWL charts**
- 9. Metaphorical Thinking**
- 10. Jigsaw reading**
- 11. Paired Reading**
- 12. Graphic organizers**
- 13. GIST**
- 14. WordSplash**
- 15. RAFT**

## Three tougher ones that work great in many classes!

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- **Anticipation Guides/Pre-learning Concept Checks**
  - Activating prior knowledge
- **Socratic Seminars**
  - Focusing class discussions
  - Using all levels of Bloom's
- **Cubing**

## Before We Start: Basic Reading Strategies to Teach all Students

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<b>Strategy</b>	<b>2004</b>
<b>Before reading, I preview titles, headings and subheadings.</b>	<b>29</b>
<b>Before reading, I read the questions at the end of the chapter.</b>	<b>20</b>
<b>Before reading, I make a written outline of the chapter sections.</b>	<b>8</b>
<b>I write down questions while reading the chapter.</b>	<b>11</b>
<b>After reading, I make notes from the textbook chapter.</b>	<b>16</b>

## Admit/Exit Slips

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### Simple examples include:

- What did I learn from the homework and or what questions do I have?
- What did I learn today? What could I have done to learn more? What could the teacher have done to help me learn more?
- Others -

## Exit Slip

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- Assignment - After completing a discussion of the effects of the Civil War on Southern economy, which factors do you think had the most profound, lasting effects? Include two examples supporting your factors. Tomorrow's discussion will begin with your responses.

## Movie Exit Slip

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- **Assignment** - Students will view video on “Seat-belt Safety.” At intervals, the video will be paused for students to record relevant questions for later response and discussion.
- **Writing** - (1) When the video is paused, write 2 to 3 questions you have about information provided. (2) After viewing, respond to any questions to which you discovered answers. (3) Tomorrow’s lesson will discuss the questions not answered.

## Admit Slip

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- **Assignment** - In the sewing unit of family/consumer science, we have designed and created a garment.
- **Explain** the process involved in your design and its construction, including any difficulties you experienced.

## Brainstorm at Tables

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- How could I use these ideas in my classroom?
- Create one example to share with others.

## Cornell or Two-Column Notes (Common Strategy for AVID)

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- Loose-leaf paper in a binder (allows students to add handouts).
- Notes on one side of paper only (allows students to spread pages out)
- Two-columns: Recall (keywords) & Notes
- Skip lines to show new ideas.
- Write legibly and use abbreviations.

Terms/Questions	Notes
Term #1	Definition/examples/other info
Term #2	

## Methods of Teaching the Strategy

- **Begin the year by giving students both columns**
- **Begin to leave out key words (CLOZE)**
- **Give explanations and have them determine the terms.**
- **Give only the terms and require students to get the explanations.**
- **Have the students take two-column notes as they read. Collect the notes as an exit ticket.**
- **Have students do both columns and allow them to use the notes only on quizzes or tests.**
- **Notes for study only.**

## Notes for Studying

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- Read notes and use recall column to jot down key words and phrases.
- Use different colored highlighters to denote names, dates, definitions, etc.
- Note any questions you may have in recall column.
- Cover up right side and quiz self on terms in recall column. Recite all you know about each term. Uncover right side and see how you did.

## Brainstorm at Tables

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- How could I use these ideas in my classroom?
- Create one example to share with others.

## ReQuest – Using a Student’s Desire to Prove you WRONG

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- Requires teachers to model reading and be willing to have students prove them wrong
- Works well with science, health, social studies and technical materials
- Students and teachers both read a portion of text
- Teacher closes book and students ask questions
- When students run out of question or time limit is met, students close their book and teacher asks questions
- May alternate process for future text
- Ideal way for administrators to model reading!
- LET’S PRACTICE – I need a volunteer

## Brainstorm at Tables

---

- How could I use these ideas in my classroom?
- Create one example to share with others.

## Interactive CLOZE

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- Looks like fill-in-the-blank with students anticipating answers.
- Another method of prediction.
- Useful for reading , video, and lecture situations (i.e. Church, Staff Development)
- One word blanks
- Key points

## Math Examples

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- A \_\_\_\_\_ is a relationship in which only one value of the dependent \_\_\_\_\_ for each value of the \_\_\_\_\_ variable exists.
- In mathematics, you can use an \_\_\_\_\_ pair of numbers to describe where a \_\_\_\_\_ is on a coordinate plane.

The three statements below concern \_\_\_\_\_ of real numbers.

- Reflexive Property  $a = \underline{\quad}$
- \_\_\_\_\_ Property  $a = b, \text{ the } b = a$
- Transitive Property If  $a = b$ , and  $b = \underline{\quad}$ , then  $a = c$ .

## Math Example - Answers

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- A *function* is a relationship in which only one value of the dependent *variable* exists for each value of the *independent* variable.
- In mathematics, you can use an *ordered* pair of numbers to describe where a *point* is on a coordinate *plane*.

The three statements below concern *properties* of real numbers.

- Reflexive Property  $a = a$
- Symmetric Property  $a = b, \text{ the } b = a$
- Transitive Property If  $a = b$ , and  $b = c$ , then  $a = c$ .

## A Tough One

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**Competition between tables!**  
**Five minutes until answers arrive!**

## CLOZE

The problems that confront *p*\_\_\_\_ in raising *c*\_\_\_\_ from *i*\_\_\_\_ to adult life are not easy to *s*\_\_\_\_. Both *f*\_\_\_\_ and *m*\_\_\_\_ meet with many *d*\_\_\_\_ in their concern for satisfactory *p*\_\_\_\_ from the *e*\_\_\_\_ stage to later life. It is important that young *c*\_\_\_\_ should have plenty of *s*\_\_\_\_ and good *f*\_\_\_\_ for healthy growth. *B*\_\_\_\_ and *g*\_\_\_\_ should not occupy the same *b*\_\_\_\_ or sleep in the same *r*\_\_\_\_. They are often afraid of the *d*\_\_\_\_.

## CLOZE

The problems that confront *poultrymen* in raising *chickens* from *incubation* to adult life are not easy to *summarize*. Both *farmers* and *merchants* meet with many *difficulties* in their concern for satisfactory *promotion* from the *egg* stage to later life. It is important that young *chicks* should have plenty of *sunshine* and good *feed* for healthy growth. *Banties* and *geese* should not occupy the same *barnyard* or sleep in the same *roost*. They are often afraid of the *dark*.

## Brainstorm at Tables

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- How could I use these ideas in my classroom?
- Create one example to share with others.

## Open-ended Responses (Writing)

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- Engaging questions which relate students to real life
- Content driven-questions that have more than one right answer or more than one approach to derive the answer
- Emphasis on student thinking and use of content, not on correctness or form
- Appropriate to assess content

## SAT Report

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- Twelve most common words missed by students:
  - Trace, analyze, infer, evaluate, formulate, describe, support, explain, summarize, compare, contrast, predict

## Examples of Levels

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- King Midas finds a satyr, keeps him for a week, and then returns him to the god Dionysus. Dionysus rewards Midas by granting him a wish. King Midas wants to be able to turn things into gold by simply touching them. He realizes the harm in this when he can't eat (the food turns to gold) and when he loses his daughter (who is turned into a gold statue). He requests that this power be removed from him; he returns home to find his daughter restored.

## Typical Questions

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- Who was the god?
- What did Midas want to do?
- What happened to his daughter?
- BONUS: What would you wish for if given a similar opportunity?

## “Tougher” Questions

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- Give comparable examples of others who have suffered because of greediness. Your examples can be real or fictional.
- Think of an alternative wish that King Midas might have requested. Analyze the request to determine some unexpected outcomes that might result from the granting of this wish?

## Analysis

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Defines something by

- describing what it is and what it is not
- explaining what something ought to be
- inferring what something implies

Shows students' ability to

- perceive multiple perspectives
- evaluate evidence
- draw logical conclusions/ make predictions
- examine & explain the parts of the whole

## Examples of Analysis Writing

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- Commentaries
- Book/movie/art reviews
- Directions
- Sequences of events
- Data analysis
- Process analysis

## Comparison

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Defines something by:

- explaining similarities and differences
- interpreting change over time
- connecting the unfamiliar with the familiar

Shows students' ability to:

- categorize and compare using multiple factors
- construct new lists of characteristics
- organize information

## Examples of Comparison Writing

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- Sequencing events, processes and ideas
- Before and after case studies
- Debates and predictions
- Responses and rebuttals
- Product comparisons

## Evaluation

---

Defines something by

- examining evidence, facts, figures, data
- reasoning to make a judgment

Shows students' abilities to

- derive judgments based on facts, figures, data
- organize information
- interpret issues and terms

## Examples of Evaluation Writing

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- Predictions
- Defense of a position
- Evaluations
- Editorials

## Brainstorm at Tables

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- How could I use these ideas in my classroom?
- Create one example to share with others.

## K - W - L

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- Simple – BUT READING IS OFTEN LEFT OUT OF THE PROCESS
- Have students skim/scan material
- Use all student questions
- Read material to find answers
- Discuss in groups
- Present answers to W's and complete L

## Skim/Scan Material

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- Look it over
- Look at titles
- Look at highlighted/bolded terms
- Look at pictures
- Scan introduction
- Look at examples

**K**

**W**

**L**

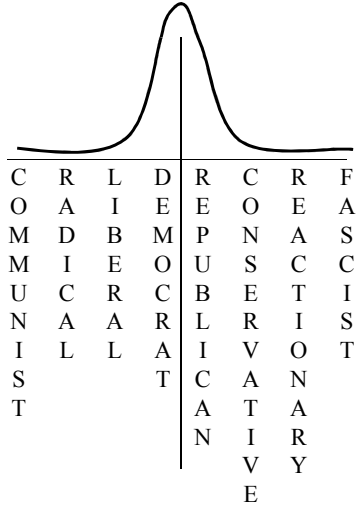
What I Know

What I Want to  
Know

What I Learned

**Actual Student Question during a KWL: Where would God fall on this spectrum?**

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**K-W-L Plus**

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- Reflection Activity
- Have students categorize what they learned into groups

## Brainstorm at Tables

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- How could I use these ideas in my classroom?
- Create one example to share with others.

## Metaphorical Thinking (sometimes used with four-corners)

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- A teacher's classroom is most like a ....
  - **Farm**
  - **Bank**
  - **Clinic**
  - **Circus**
- Now group like thinkers
  - **Share why**
  - **Pick spokesperson to share with large group**
- Add writing piece?

## Science Example

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- Using the scientific process is like....
  - **Fixing a car**
  - **Building a house**
  - **Solving a math problem**
  - **Playing an instrument**

## Social Studies

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- The Republican party is most like a....
  - **18 Wheeler**
  - **Mercedes**
  - **Ford Pinto**
  - **Land Rover**

## Making the Metaphor a Literacy Strategy

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### Option #1 – Writing

- After students meet in groups to develop their brainstorm list of for each item. Students write a brief paper supporting this term.
- Select students to share their writing.
- After examples of each, ask if any will change their mind.

### Option #2 – Reading

- After students select their term, they must read a selection and find support for their opinion.
- Students present to others with a different term.

## Brainstorm at Tables

---

- How could I use these ideas in my classroom?
- Create one example to share with others.

## Jigsaw

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- This activity is divided into THREE rounds. Students are grouped in fours.
- Each individual in a group reads and summarizes a different selection.
- Students are re-grouped by their numbers and discuss their section to become experts in that part.
- They return to their group and teach the section to the others. Each of the four have an opportunity to teach.

## Brainstorm at Tables

---

- How could I use these ideas in my classroom?
- Create one example to share with others.

## Paired Reading

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- Students work in pairs. Each reads the same section and takes two-column notes.
- Both stop after a set period of time or length of reading.
- Partner #1 discusses what he/she learned in the reading. Partner #2 takes any additional notes WITHOUT talking.
- After a set amount of time or if #1 finishes, the two exchange roles with #2 sharing any information not already discussed or clears up any errors.
- The students read another section and take notes. This time #2 begins after the section is read or time ends.

## Brainstorm at Tables

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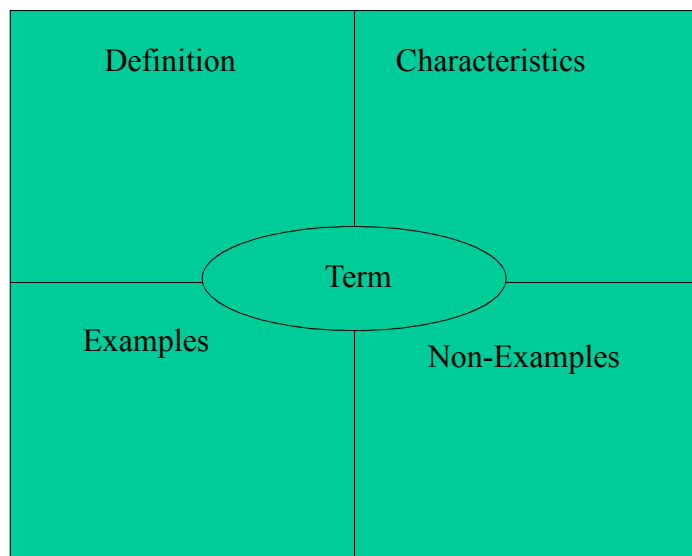
- How could I use these ideas in my classroom?
- Create one example to share with others.

## Graphic Organizers

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- Multiple methods to teach terminology, show relationships and can be used as a pre-writing strategy.

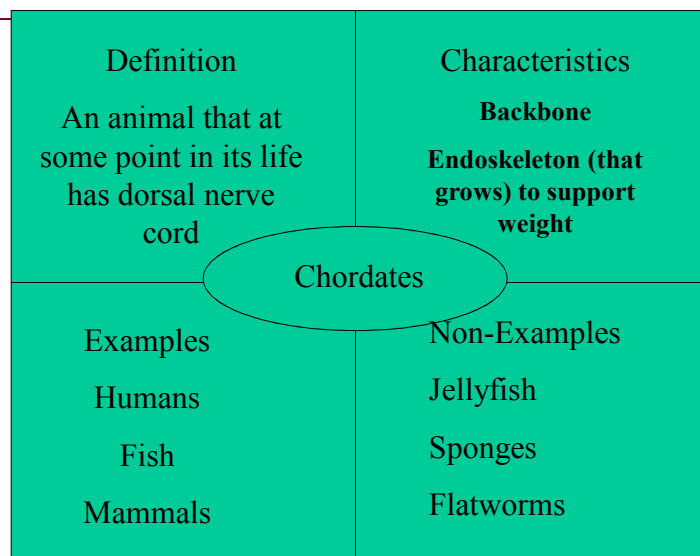
## Fruyer Model



## Process

- Give specific term (or terms for jigsaw)
- Assign reading
- Have students or groups complete their model diagram for term (s)
- Teach others

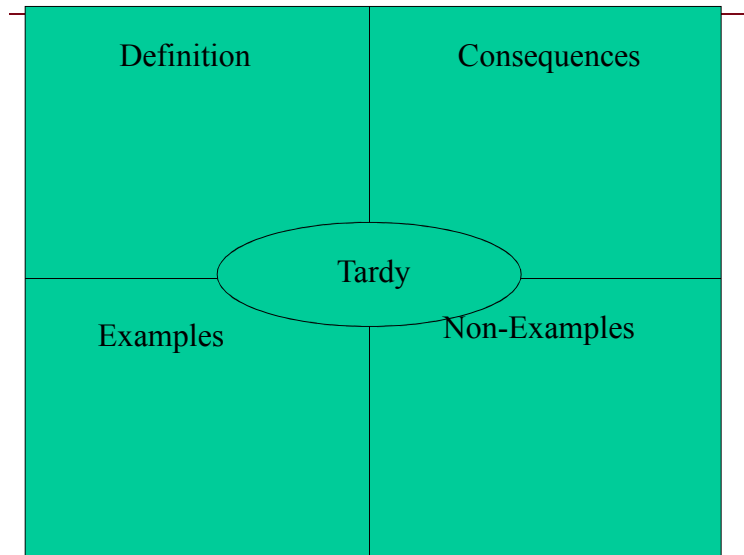
## Sample - Biology



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## Sample for a Faculty Meeting



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## 5 W Model

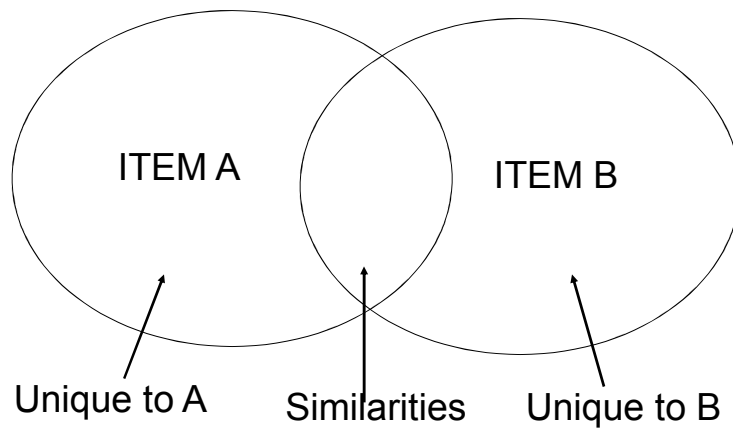
Who	
What	
When	
Where	
Why	

**Have students complete all parts of the chart for a specific term, group, or section of reading.**

## Social Studies Example

Who	Three tribes: Moors in the west, Tuaregs in the central, Tebus in the east and some are nomads
What	Nomads travel to find food and water for their herds
When	They keep going until they find water. Sometimes it is underground at an oasis
Where	Northern Africa and is about the size of the U.S.
Why	They have to have water for themselves and their herds.
Add How	Nomads carry their packs on the backs of camels.

## Venn Diagrams – Excellent Pre-Writing for Compare/Contrast



## Brainstorm at Tables

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- What other Graphic Organizers can you use?
- How could I use these ideas in my classroom?
- Create one example to share with others.

## GIST – My Favorite

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- Cooperative Learning Activity
- All groups read selection
  - 25 words to give the GIST of the article; use complete sentences
  - Competition between groups
  - No abbreviations or lists
- Each group posts their GIST
- Each group votes for 2 best

## Group Reads Article

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- On chart paper put 25 blanks.
- Rules:
  - Full sentences
  - No bulleted lists
  - All participate in presentation

## Brainstorm at Tables

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- How could I use these ideas in my classroom?
- Create one example to share with others.

## RAFT

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- R – Role
- A – Audience
- F – Format
- T - Topic

ROLE	AUDIENCE	FORMAT	TOPIC
Citizen	Senator	Letter	Need for Civil Rights
Comma	9 <sup>th</sup> Grader	Job Description	Use in a sentence
Graham Cracker	Other foods	Travel Guide	Journey Through Digestion

## One Teacher's Use

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- End of third nine-weeks assessment for English I.
  - ROLE – 9<sup>th</sup> Grader
  - Audience – 8<sup>th</sup> Graders
  - Format – Business Letter
  - Topic – What you need to know and do to be successful in ninth grade.
- The teacher took five – ten of the best to the middle school to share with students and have available for parents.

## Vocabulary Building

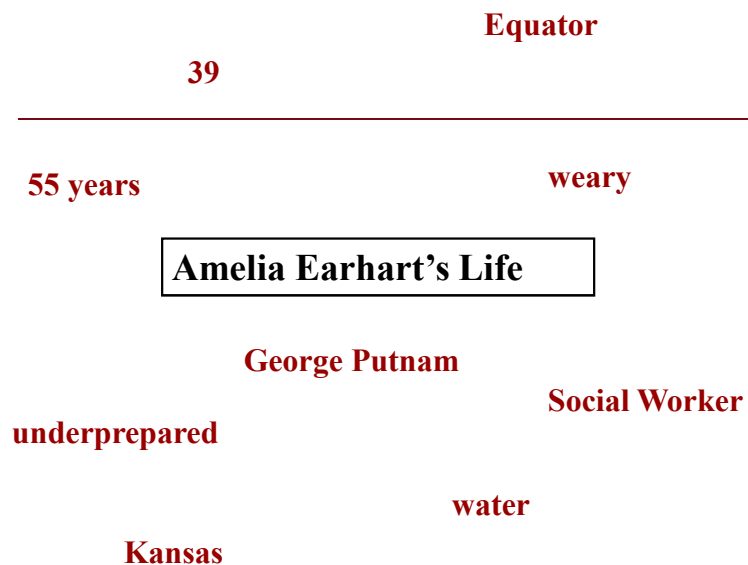
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Using Literacy Strategies to help students learn specific facts/terms from content areas. Going beyond lists.

## WordSplash

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- Teacher creates a WordSplash with a collection of key terms from a passage
- Display words at angles and randomly on an overhead or chart
- Students generate complete sentences using the words to predict the relationship between each term and the broad topic
- Students read to check for accuracy
- Can be competitions
- Have students revise as a summarizing activity



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**Bush**

**Tax Cuts**

**Platforms**

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**Electoral  
College**

**Vietnam**

**2004 Election**

**Undecided States**

**Gay Marriage**

**Kerry**

**Economy**

**Gulf War**

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## **Brainstorm at Tables**

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- How could I use these ideas in my classroom?
- Create one example to share with others.

## Capsule Vocabulary

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- Specific list of terms that must be used in a writing about a **different** subject.
- Students must use the terms to create a coherent writing.
- Based upon the idea that students must apply the terms to learn them.

## Making Writing Fun – Combining Two Strategies

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- **Capsule Vocabulary**
- **RAFT**
- **Use 10 of the terms on the following slide in a RAFT.**
  - Role – Disgruntled Teacher
  - Audience – Superintendent
  - Format – Business Letter
  - Topic – Requesting a raise
- **You have fifteen minutes and all groups will share.**

## MTV Terms

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- Chill (Chillin)
- Homey
- Down with that
- Crib
- Cool wit dat
- I'm out
- Money
- My Bad
- Da hood
- All That
- Up in my grill
- Dead Presidents
- Bling-Bling
- Peeps
- Phat
- Stoked
- Wassup
- You feel me

## Brainstorm at Tables

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- How could I use each of these ideas (Capsule Vocabulary and RAFT) in my classroom?
- Create one example to share with others.

## Remember, building a literacy campaign is like a marriage.

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- **Stage 1: People are excited about the idea and put a real focus on the issue.**
  - Called Tri-weekly
- **Stage 2: People still have an interest, but they have let the focus drift to some other topics and the expectations have dropped.**
  - Called Try Weekly
- **Stage 3: Although people realize it is important, they do not consider it a priority and there are little expectations.**
  - Called Try Weakly

## Good Luck with Your Campaign!

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