



## Meet Debra Franciosi - our new President-Elect!

*Deb Franciosi came by literacy education circuitously – with a detour into the grit of southwestern archaeology prior to digging into public education. Classroom adventures included middle-level alternative education, social studies, and English language arts and high school reading. Deb’s doctoral work focused on addressing the needs of struggling adolescent learners, with both qualitative and quantitative analyses of secondary programs in Oregon. She became her district’s first secondary literacy specialist - which included peer coaching, providing professional development (including CRISS facilitation), coordinating assessment, grant writing, and whatever else needed doing at the time. This led to small schools grant coordination and teaching and learning leadership in a small media arts magnet high school program.*



*In September 2008, Deb changed gears and moved from Oregon to Montana to join the Project CRISS team, where she took the helm in 2013. Deb is passionate about empowering learning and is an avid reader and writer. She writes poetry – usually for herself, but on rare occasion for other readers.*

*Publication credits include Project CRISS: Creating Independence through Student-owned Strategies, 4e (2012; co-author), and articles on self-directed learning and effective implementation of technology. She is lead editor and a regular contributor for Project CRISS publications including newsletters, web content, and formal publications on instructional best practices and Common Core. Deb presents regularly at IRA and other conferences on topics including transitioning digital immigrants to thoughtful technology implementation, designing effective assessment programs, using primary documents in the classroom, and effective cross-content instruction.*



*A long-time SRIG member, Deb lives and plays in beautiful northwest Montana with her husband Mike and her Wheaten terrier, Barleybear.*

## Announcing the First Winners of the Thought Leader in Adolescent Literacy Award

As President of the Secondary Reading Interest Group (SRIG), I am pleased to announce the first three winners of the Thought Leader in Adolescent Literacy Award. These are names that will be very familiar to many of you. Congratulations to:

### Doug Buehl



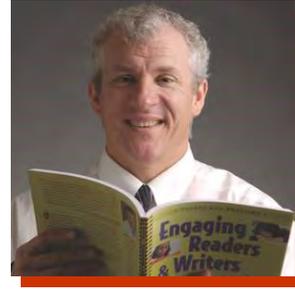
**Doug Buehl** is a teacher, author, and national literacy consultant. His 40 years in education include 33 years as a teacher in the Madison Metropolitan School District, Madison, Wisconsin, with experiences as a social studies teacher, reading teacher and reading specialist at Madison East High School, and as district Adolescent Literacy Support Teacher. He is the author of the national bestseller *Classroom Strategies for Interactive Learning, 4<sup>th</sup> Edition*, 2014, and *Developing Readers in the Academic Disciplines*, 2011, both published by the International Reading Association, as well as co-author of other books on adolescent literacy. He was a founding member of the IRA Commission on Adolescent Literacy, past President of the Wisconsin State Reading Association, and past President of the IRA Secondary Reading Interest Group, and served on the national task force that authored the National Standards for Middle and High School Literacy Coaches. Doug was the 1996 recipient of the International Reading Association's Nila Banton Smith Award, presented to an outstanding secondary reading educator. He currently teaches adolescent literacy courses at Edgewood College in Madison.

### Carol Jago



**Carol Jago** has taught English in middle and high school for 32 years and is associate director of the California Reading and Literature Project at UCLA. She served as president of the National Council of Teachers of English and chairs the College Board's English Academic Advisory committee. She has published many books with Heinemann including *With Rigor for All: Meeting Common Core Standards for Reading Literature*. She has also published books on contemporary multicultural authors for NCTE. Carol wrote an education column for the *Los Angeles Times*, and her essays continue to appear in educational journals and online forums. She edits the journal of the California Association of Teachers of English and worked on the planning committee for the 2009 NAEP Reading Framework and the 2011 NAEP Writing Framework. Carol was the consulting author on the HMH Collections series.

### Jeffrey Wilhelm



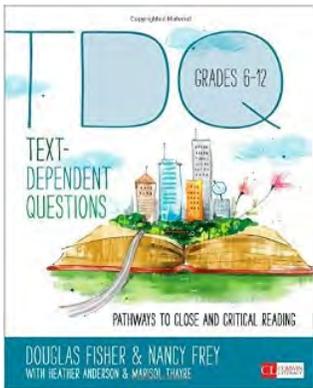
**Jeffrey Wilhelm** is Distinguished Professor of English Education at Boise State University in Boise, Idaho. He is the founding director of the Boise State Writing Project that supports over 2000 teachers each year with over 110,000 contact hours of professional development. He is a highly regarded author or co-author of 32 books about literacy and literacy education, including the You Got to BE the Book (NCTE's Promising Research Award) and *Reading Don't Fix No Chevys* (Russell Award for Distinguished Research). He is also the editor of 3 award winning series of books for students, most recently ISSUES 21. Jeff has devoted his professional career to helping teachers help their students. He is particularly devoted to assisting students who are considered to be reluctant, struggling or at-risk. His research agenda is organized around exploring adolescent literacy and promoting contexts and instructional assistance for developing and performing literacy, literate behaviors and literate identities. He is particularly interested in how inquiry environments promote learning literacy and the achievement of deep understanding. For more info on Jeff, see [www.jeffreywilhelm.com](http://www.jeffreywilhelm.com)

This is a new award being inaugurated by the SRIG to recognize outstanding contribution to the field of Adolescent Literacy. The criteria for the award is as follows: *Someone who has focused on specific aspect(s) of reading/literacy at the secondary level; whose writing and practice has inspired many others' thinking and practice; and who has helped to make this field recognized and understood to be important.*

We will have sneak peeks about what the winners are currently working on in the Spring edition of *The Exchange*. We are excited because all three have accepted our invitation to speak at this summer's SRIG session to update us on what they are thinking about and focusing on. Stay tuned for more information about how we will be asking members to nominate future award recipients. Clearly this award is long overdue and we have many, many potential recipients who deserve recognition. The SRIG is in a unique position to launch such an award and I look forward to meeting the winners in 2015, 2016 and beyond!

# BOOK REVIEWS

Dedicated educators across the country are trying to support their students to become proficient at the reading moves described by the Common Core. I do not think this is "because they want to implement the Common Core State Standards" but, rather, because they believe the Common Core includes reading skills that are important for adolescent readers to have. The challenge is: How to engage middle and high school readers to develop their literacy skills and identities as readers and writers? And, how to make the experience of literacy development meaningful? Here are brief reviews of four books that might help:



*Text Dependent Questions, Grades 6-12: Pathways to Close and Critical Reading* by Doug Fisher, Nancy Frey, Heather Anderson and Marisol Thyre Corwin, 2015.

Reviewed by Doug Buehl

As someone who firmly believes that practices regarding “questioning a text” need to focus on the transition from teacher behavior (the teachers asks the questions) to reader behavior (the students know what kinds of questions to pose themselves to “work” a complex text “independently and proficiently”), I appreciate that the book provides an effective protocol for mentoring self-questioning. The authors begin with a reasoned discussion of another ubiquitous term these days —close reading— and not surprisingly, highlight the collaborative conversations essential for working with an author to arrive at a deep understanding.

Each subsequent chapter targets a specific domain of questioning: **“What does the text say?”** **“How does the text work?”** **“What does the text mean?”** and **“What does the text inspire you to do?”** The chapters provide a rationale, in-depth analysis, and rich examples on each of these veins of questioning. Especially critical is the continued emphasis throughout on classroom conversations that delve into how one examines a text to construct possible answers—how did you use the text to reach your understanding.

Equally helpful are the snippets of both middle and high school text questioning conversations from English, Social Studies, and Science lessons for each chapter. Furthermore, the authors present extensive modeling to illustrate their questioning phases in all three of these disciplinary areas, again with both middle school and high school examples, in a packed section of Appendices. This thoughtful, authoritative, and highly readable resource provides teachers with a well-marked pathway for engaging their students in skilled questioning of complex disciplinary texts.

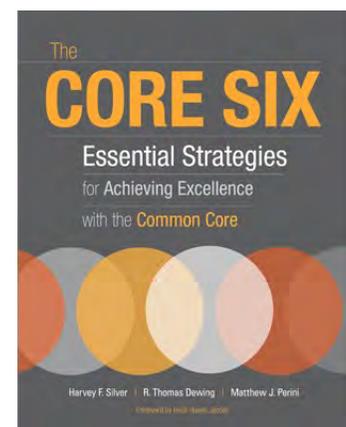
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*The Core Six: Essential Strategies for Achieving Excellence with the Common Core* by Harvey F. Silver, R. Thomas Dewing, and Matthew J. Perini  
ASCD, 2012.

Reviewed by Julie Meltzer

This little book made a big impression with several of my social studies and science teachers and with special education teachers working with middle and high school students. New ELA teachers also liked it. The six research-based strategies advocated are reading for meaning, compare and contrast, inductive learning, circle of knowledge, writing to learn and vocabulary’s CODE. Teachers liked the book – it was not intimidating, explained the purpose for each strategy, provided multiple classroom examples, and was not jargon heavy. The authors also make clear how the use of the strategies supports students to meet the Literacy Anchor Standards.

One way to use the book would be to do a book study with colleagues from ELA, social studies and science and, once you have established a common language and commitment to using the strategies, you can really begin to examine student work and collectively refine your practice.

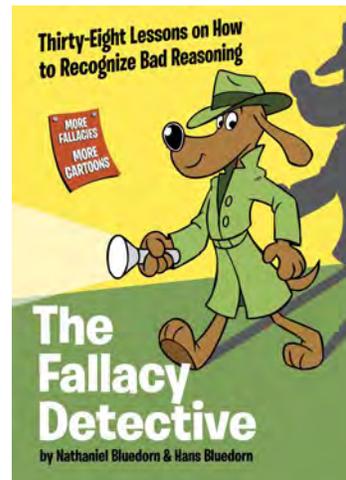


*The Fallacy Detective: Thirty-Eight Lessons on How to Recognize Bad Reasoning* by Nathaniel Bluedorn and Hans Bluedorn, 3<sup>rd</sup> edition. Christian Logic, 2009.

Reviewed by Julie Meltzer

Critical reasoning is basic in today’s barrage of media. Our students need to make sense of the swirl of compelling written and verbal pitches around them all trying to sway their opinion, capture their vote, buy this item or take something as fact. Using *The Fallacy Detective* can help teachers support students to think more clearly and understand all of the ways in which false logic, while appealing, can dupe them. And, conversely, introduce the tools they can use to make strong arguments when speaking or writing.

Middle and high school students do not like to think of themselves as easily fooled. An underlying theme of the book is that it is smart to question and to use your mind to figure out what others might be doing to persuade you to do what they want you to do. This in itself is motivating to the adolescent reader, viewer, and consumer.



Using great examples, cartoons, and exercises, the authors separate the book into sections like *avoiding the question, making assumptions, statistical fallacies* and *propaganda*. The authors suggest that by the end of the book readers should know how to spot bad reasoning, put a higher value on good reasoning and know how to avoid fallacies in one’s own reasoning (p.10).

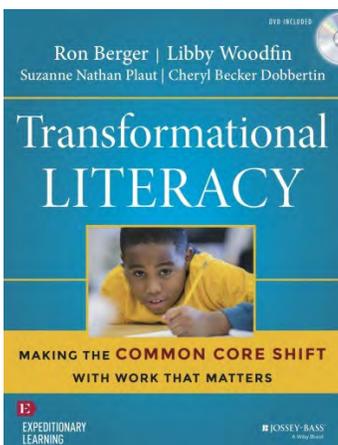
I am not an advocate for “doing Common Core” for its own sake. But I agree that we need to be teaching our students to be critical thinkers, able to analyze and write strong arguments. This clear, useful and fun resource can help students develop the skills needed to do the type of complex reasoning we want them to be able to do. *Thanks to Debra Pickering for bringing this book to my attention.*



*Transformational Literacy: Making the Common Core Shift with Work That Matters* by Ron Berger, Libby Woodfin, Suzanne Nathan Plaut, Cheryl Becker Dobbertin Jossey-Bass, 2014.

Reviewed by Kelly Gallagher

One of my favorite new books is *Transformational Literacy* from Ron Berger and his co-authors, creators of the Expeditionary Learning schools found across a number of states. These schools are built around the concept of learning expeditions, which include “guiding questions, kickoff experiences, case studies, projects, lessons, fieldwork, experts, service learning, and a culminating event that features high-quality student work” (79).



*Transformational Literacy* is about stoking our children’s natural curiosity by challenging them with worthy and rigorous tasks. The book is broken into three sections: (1) unlocking the power of informational and literary texts; (2) reading and writing with evidence and; (3) supporting all students to succeed with complex text, and it is accompanied by a DVD containing a number of videos showing students engaged in deeper learning. Though many of these lessons are conducted with younger kids, the concepts embedded in them are valuable for all K-12 teachers. The book is billed as helping educators make the shift toward the Common Core, but it really is simply about promoting good teaching and providing students with work worth doing. One last suggestion: if you haven’t read Berger’s *An Ethic of Excellence*, put that on your to-read list as well.

## What are people reading that you might want to read?!!



One great way to find out what people are reading is to follow them on Twitter – Here are some recent tweets from some folks you might know!

Jim Burke tweeted a New York Times article: *For the sake of argument, writing persuasively to craft short, evidence-based editorials* – [http://learning.blogs.nytimes.com/2014/02/07/for-the-sake-of-argument-writing-persuasively-to-craft-short-evidence-based-editorials/?\\_php=true&\\_type=blogs&\\_r=0](http://learning.blogs.nytimes.com/2014/02/07/for-the-sake-of-argument-writing-persuasively-to-craft-short-evidence-based-editorials/?_php=true&_type=blogs&_r=0)

Lori DiGisi is reading *Mindset* with her faculty...Jeff Wilhelm is excited about his new book that just came out which is co-authored with two colleagues from Boise State -- *The Activist Learner: Inquiry, Literacy and Service to Make Learning Matter*...and Carol Jago and Penny Kittle are buzzing about the finalists for the 2014 National Book Award. Are you? – see <http://www.npr.org/blogs/thetwo-way/2014/10/15/356344127/book-news-big-names-and-a-few-surprises-among-national-book-award-finalists>

Three resources that teachers in our district have found to be valuable . . .

### 1. AdLit.org

<http://www.adlit.org/>

"AdLit.org is a national multimedia project offering information and resources to the parents and educators of struggling adolescent readers and writers. AdLit.org is an educational initiative of WETA, the flagship public television and radio station in the nation's capital, and is funded by Carnegie Corporation of New York and by the Ann B. and Thomas L. Friedman Family Foundation."

### 2. PBS LearningMedia

<http://www.pbslearningmedia.org/>

"PBS LearningMedia™ is your destination for direct access to thousands of classroom-ready, curriculum-targeted digital resources...Resources are aligned to Common Core and national standards and include videos and inter-actives, as well as audio, documents, and in-depth lesson plans. You can browse by standards, grade level, subject area, and special collections."

### 3. The Teaching Channel

<https://www.teachingchannel.org/>

"Teaching Channel's mission is to create an environment where teachers can **watch, share, and learn** new techniques to help **every student grow**...We believe teachers should have opportunities to learn from each other... whenever they want; and teachers tell us that video has become essential to helping them see a broad range of approaches for working with students and for fostering self-reflection."

## Secondary Reading Interest Group 2014-2016

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**Regular Meeting of the  
Secondary Reading Interest Group of the IRA  
May 11, 2014  
3:00 p.m. – 5:00 p.m.  
Morial Convention Center, Rooms 271-273  
New Orleans, Louisiana**

**Call to Order:** Kelly Gallagher, President, convened the regular meeting of the Secondary Reading Interest Group of the IRA on May 11, 2014 at 3:00 p.m. in New Orleans, Louisiana.

### **Old Business**

*Reports:* The Treasurer's report and the Secretary's minutes of the April 20, 2013, meeting was accepted and approved. Reports were made available for those interested.

Introduction of 2013-2014 Officers:

- President – Kelly Gallagher
- President Elect – Julie Meltzer
- Secretary – Kathy Galvin
- Treasurer – Rita Noon
- Past Presidents

### **New Business**

Installation of 2014-2015 Officers introduced by Kelly Gallagher

- President – Julie Meltzer
- President Elect – Debra Franciosi
- Secretary – Kathy Galvin
- Treasurer – Rita Noon

### **Close of Business**

**SRIG Session: "Minds Made for Stories: Reading, Writing, and Thinking within the Structure of Narrative" – Tom Newkirk, Penny Kittle, and Kelly Gallagher**

**Tom Newkirk – How Do We Really Read (And Write) Informational and Persuasive Texts?**

Newkirk argued narrative is the deep structure of all good writing. Narrative is the fundamental instrument of thought and is the way we have of understanding the world. He stated the most captivating nonfiction is a skillful blend of narrative and information, carrying the reader forward with momentum, not unlike a plot. Readers comprehend better when writers provide them with a narrative frame for taking in information. This frame stabilizes the reading, gives it purpose, and provides a pattern in which to place the "information". Newkirk stated instead of moving beyond narrative, educators should be teaching students how it works in their reading and how to employ narrative in their writing.

**Penny Kittle – Creating Investment and Independence in Writing**

Kittle argued the best way to teach reading and writing is by having students tell their stories accessing moments that matter. Kittle maintained story is bigger than genre; it is a frame for thinking. The audience was asked to consider how story forms the core of teaching writing because it leads students to engage in a thoughtful, rigorous process of crafting ideas. Students need to be invested deeply into what they are saying and tell stories that are their own. Kittle encouraged teachers to seek ways to give students control over their learning in order to drive them to connect deeply to the possibilities in learning to craft writing.

**Kelly Gallagher – Story Strengthens Other Writing Discourses**

Gallagher noted story strengthens other writing discourses and demonstrated how narrative was used to strengthen argument. He modeled this process having students begin with a prompt for argumentative writing. Gallagher contends argument starts with data and asks students to "swim in data as a means to generate an argument". Argument arises from the inquiry into the data which in turn generates questions. Students are given a graphing or brainstorming activity to get them familiar with the argument discourse and to help frame the argument. Students list the argument, the counter arguments, and responses to the counter arguments. Students are then asked to provide a story that supports the argument.

Drawing for Prizes

Adjournment: President Julie Meltzer adjourned the meeting at 5:00 p.m.

Respectfully submitted,  
Kathy Galvin, Secretary

**Membership Matters** — With increasing attention to concerns about adolescent literacy achievement, brought about by student performance on high profile tests like the PISA and NAEP and recent broadly disseminated reports on the literacy learning needs of adolescents, we have been given an unprecedented opportunity. The Secondary Reading Interest Group can work within IRA to build a stronger presence for secondary literacy concerns, stronger representation of these concerns and interests on the conference programs, and more attention to older students' needs in general.

As your president, I would like to encourage you to build this effort. You may not be aware that IRA awards time on the national conference based on the size of special interest groups. The more members we have, the longer the time given over to our program, and the greater the size of the meeting room assigned. To be counted, SRIG members must also be current in their IRA membership.

I would like to ask you to please take a moment to check on your IRA membership and renew it if necessary. In addition, please feel welcome to pass this newsletter on to others in your professional circles who may be interested in joining our Secondary Reading Interest Group. A membership form for the SRIG is included on the back page of every newsletter. Help build a stronger presence for secondary literacy and adolescent learners within IRA!

Our \$10 yearly dues help to defray costs for newsletter preparation and mailing, for meeting expenses, and for occasional actions taken by the membership.

**The Mission of the Secondary Reading Interest Group is to:**

- encourage the study of the reading process at the secondary level;
- encourage research and evaluation relating to secondary reading programs;
- act as a clearinghouse on secondary reading;
- provide a network among secondary educators; and
- sponsor a meeting at the IRA Annual Convention

**The Philosophy of the Secondary Reading Interest Group is based on the belief that:**

- reading is a process;
- literacy has value beyond economic benefits; and
- we have the resources to make significant and lasting changes in reading today.

**IRA Secondary Reading Interest Group — Membership Form**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone: (    ) \_\_\_\_\_ Fax \_\_\_\_\_ E-mail: \_\_\_\_\_

School Affiliation: \_\_\_\_\_

School Reading Specialist (  middle  high )     College Professor     District Reading Specialist  
 Classroom Teacher (  middle  high )     School Administrator     Other \_\_\_\_\_

IRA Membership # \_\_\_\_\_ Expiration Date \_\_\_\_\_ Renewal  New Member

Paid: Check  (made out to SRIG) Cash  **Mail to : Rita Noon, 2083 Lac Du Mont, Haslett, MI 48840**

**Receipt**

Received from: \_\_\_\_\_ Amount: \$10.00

For membership in IRA Secondary Reading Interest Group (SRIG)

From: May 20\_\_\_\_ to May 20\_\_\_\_ Paid: Check  Cash

Rita Noon, Treasurer/Membership Chairperson

