Making Literacy Career Relevant

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Travis D. Park, PhD
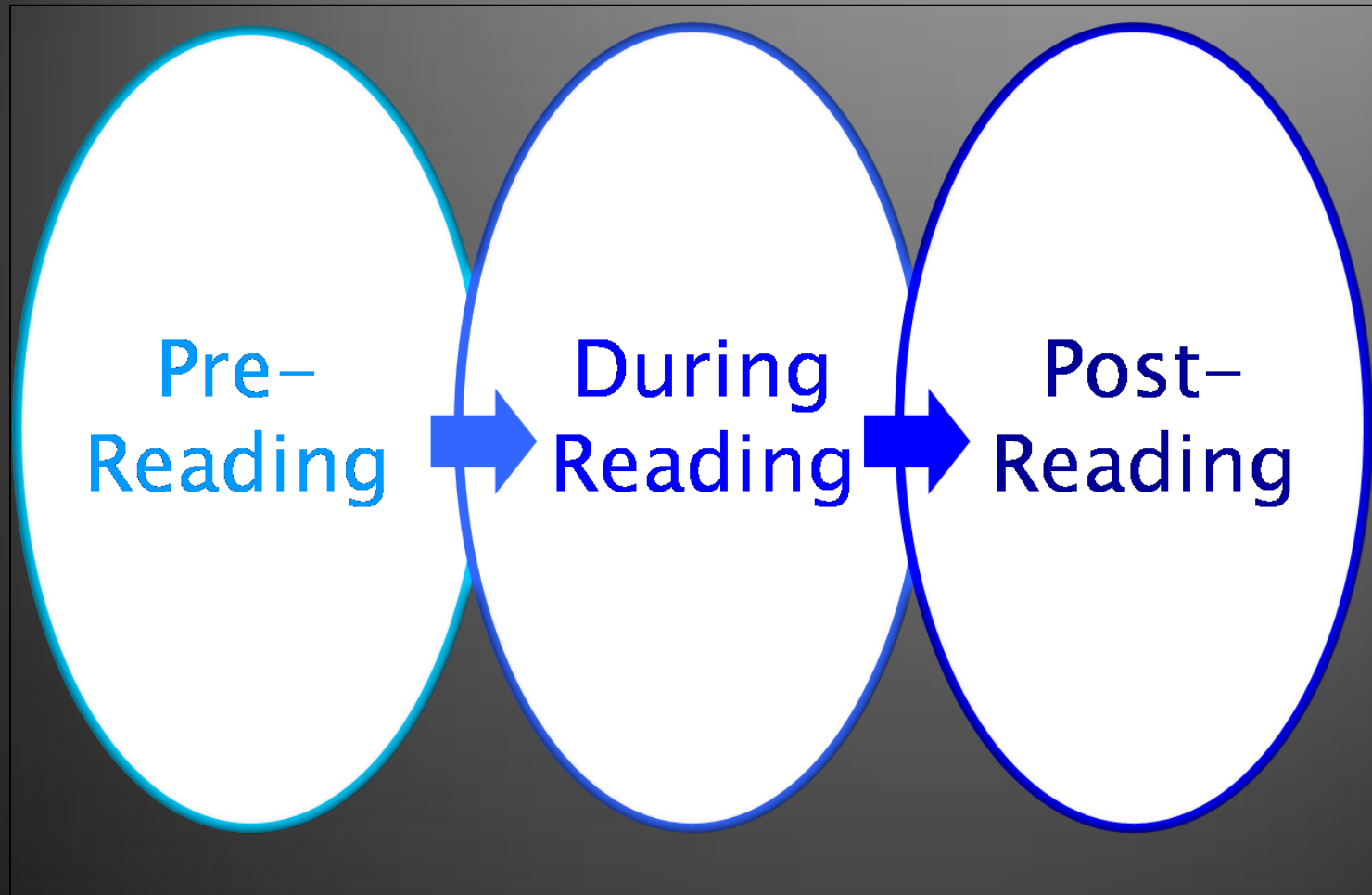Cornell University

You have to read to hit a homerun.

Welcome!

>> Before we begin…
Any questions so far?

"The House"

An Exercise in Perception

The Three Micro-Periods of Reading

>> A Framework

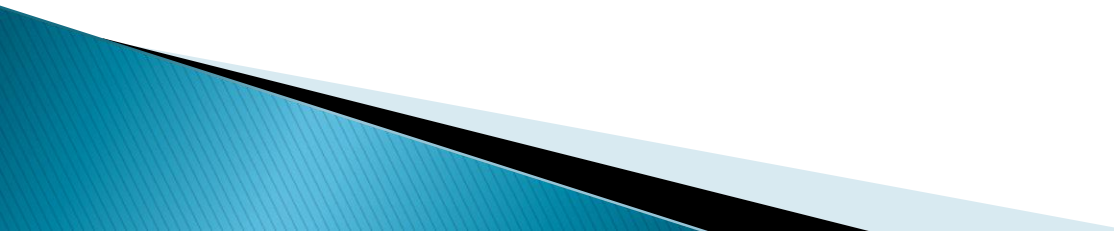Pre-Reading → During Reading → Post-Reading

Micro-Periods of Reading ≫

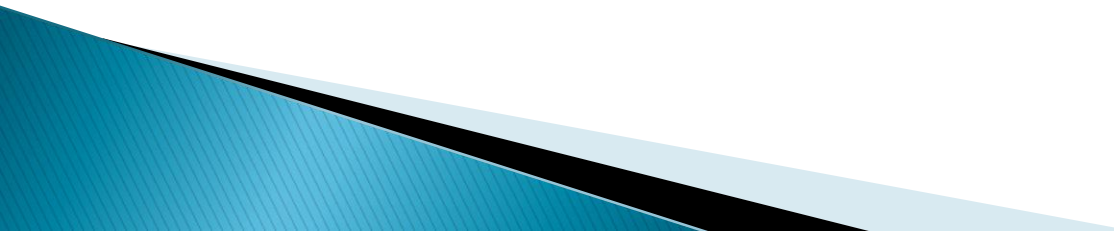The scaffold on which we build

Before – During – After (BDA)

▸ Helps students to connect their knowledge to the text

▸ Encourages retention of new knowledge

▸ Improves understanding

▸ For MAX:
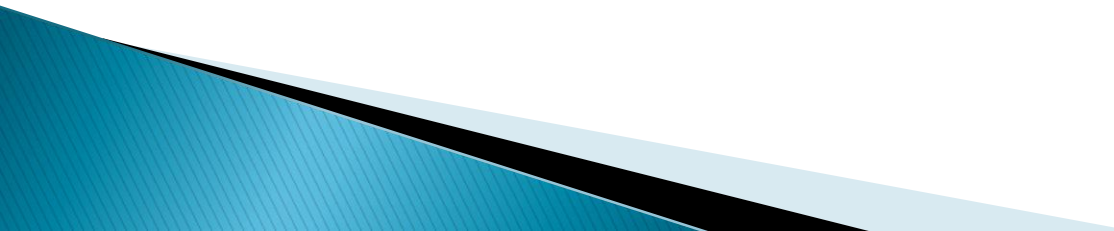 ◦ Motivation (Before)
  ◦ Acquisition (During)
  ◦ Extension (After)

Before Reading

- Set purposes for reading
- Activate relevant background knowledge
- Generate questions
- Identify problems to be solved
- Identify probable text structure
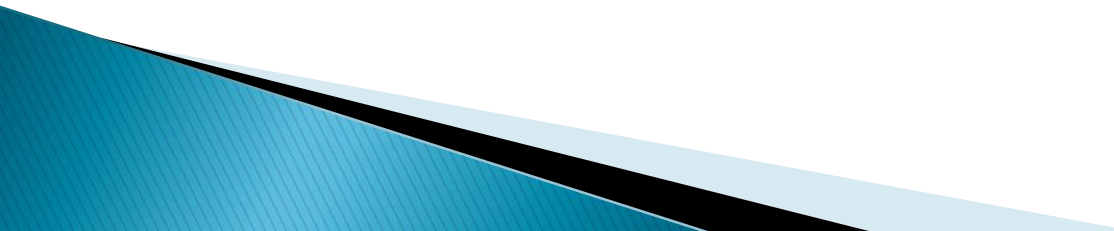- Select strategies to use while reading

During Reading

- Ask questions
- Reread
- Check context
- Monitor comprehension
- Organize information
- Make invisible thinking visible
- Implement strategies
- Check and modify predictions

After Reading

- Ask questions
- Confirm or alter predictions
- Identify important information
- Evaluate solutions
- Evaluate comprehension in terms of purposes for reading
- Summarize information
- Discuss ideas

Core Principles

- Begin with the CTE curricula, not with academics

- Approach academics as essential workplace skills

- Maximize the academics in CTE

- Support CTE teachers as "teachers of academics-in-CTE"; not as academic teachers

- Foster and Sustain a Community of Practice

Math	Literacy
A. Contextual, situated	a) Contextual, situated
B. Exact	b) Subjective, inferential
C. Systematic	c) Continual, daily
D. CTE curriculum-driven	d) CTE teacher-driven
E. Concept-oriented	e) Process-oriented
F. Math partner essential	f) Literacy partner optional
G. Single CTE area	g) Multiple CTE areas
H. Stigmatizing	h) More stigmatizing
I. Fidelity/accountability reports after lessons	i) Bi-monthly fidelity reports
J. Transferrable	j) Transferrable

Cornell Note-Taking

>> Organize information
Summarize
Revisit

Cornell Notes

- Note-taking method
- Also means of organizing what you've read
  - Excellent study guide
  - Fold it in half, then flip to one side or the other
  - Take turns quizzing each other

Cornell Notes

Key Points	Note-Taking Column

Summary

▸ The basic structure
  ◦ Key Points
  ◦ Note–Taking
  ◦ Summary

Role, Audience, Format, Topic (RAFT)
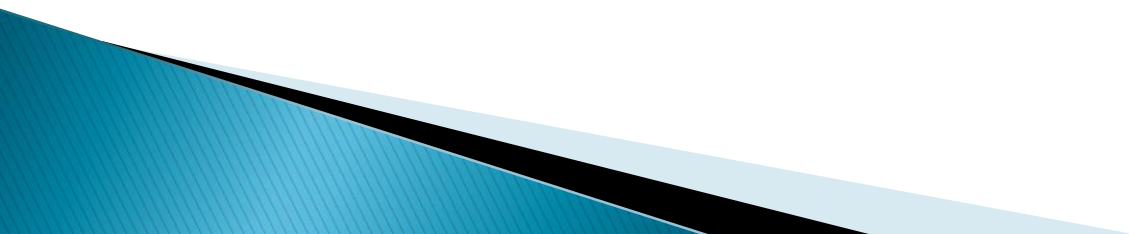
» Organize information
Summarize
Revisit

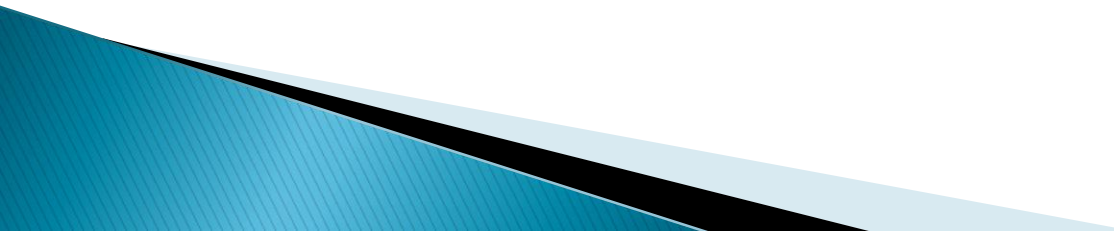# RAFT

<u>R</u> = Role of the writer (*who are you?*)

<u>A</u> = Audience (*To whom are you writing?*)

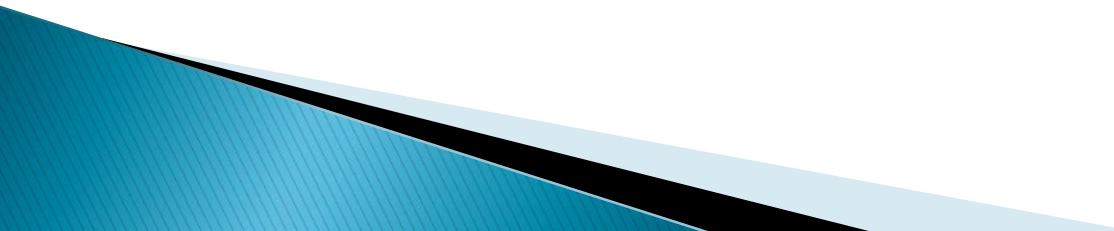**<u>F</u>** = Format (*What form will your writing take?*)

<u>T</u> = Topic (*What are you writing about?*)

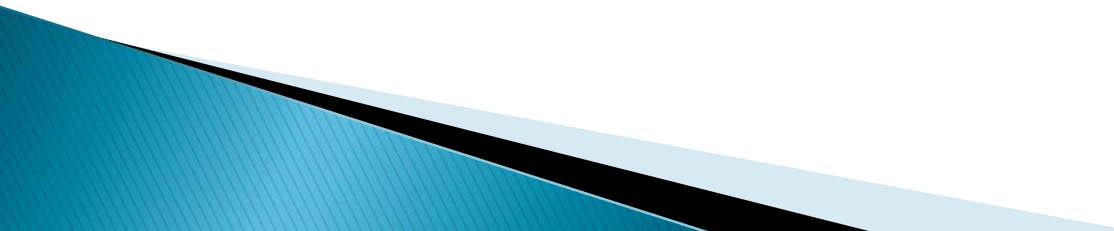# RAFT

1. Select the topic
2. Assume the role
   a) What do I know about this role?
   b) What will I need to know?
   c) What are sources of information?
3. Select the audience
4. Select the format
5. Organize the info and write

Role, Audience, Format, Topic (RAFT)

1. Think about concepts or process that you want students to learn as they read a selected passage. Consider how writing in a fun way may enhance students' understanding of the topic.
2. Brainstorm possible roles students could assume in their writing.

Role, Audience, Format, Topic (RAFT)

3. Decide who the audience would be as well as the format for writing.

4. After students have finished reading, identify the role, audience, format and topic (RAFT) for the writing. Assign the same role for all students, or let them choose from several different roles.

Some RAFT Examples

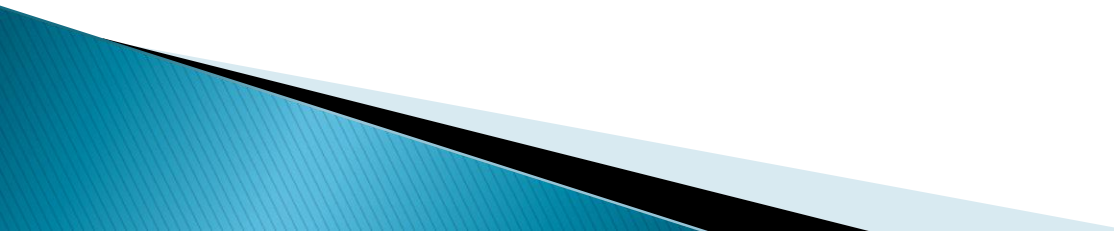| Role	Audience	Format	Topic
Environmentalist	Legislative Body	Letter	Warn of the dangers of not recycling everyday materials
Graham Crackers	Other Graham Crackers	Travel Guide	Journey through the digestive system
Julia Child	TV Audience	Script	How yeast works in bread

Our CTE students may not hit <u>homeruns</u>...

...but they must read in order to be <u>MVPs</u> in their careers.

Thank you!!!

Thank you!

» Any questions?
Contact us at:
literacyincte@gmail.com