

Activating Literacy Knowledge to Develop the B.E.S.T. Secondary Readers and Writers



The Reading Rope

LANGUAGE COMPREHENSION

Background Knowledge
(facts, concepts, etc.)

Vocabulary
(breadth, precision, links, etc.)

Language Structures
(syntax, semantics, etc.)

Verbal Reasoning
(inference, metaphor, etc.)

Literacy Knowledge
(print concepts, genres, etc.)

WORD RECOGNITION

Phonological Awareness
(syllables, phonemes, etc.)

Decoding
(alphabetic principle,
spelling-sound
correspondence)

Sight Recognition
(of familiar words)

You shall hear of the midnight ride of Paul Revere, on the eighteenth of April, in Seventy-Five.

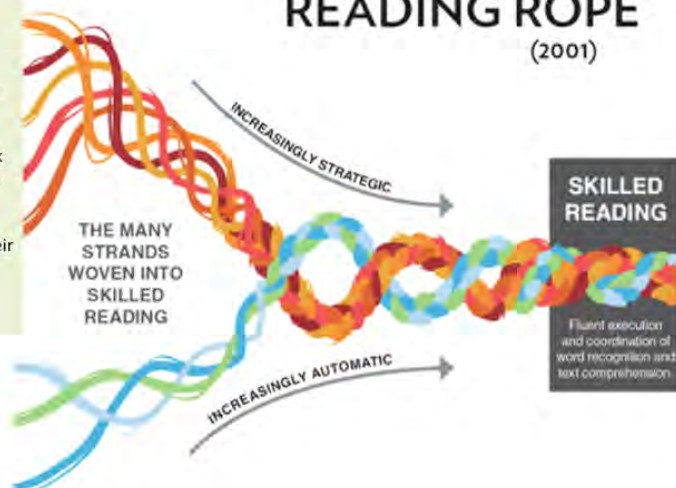
Eschewing the vulgate can obfuscate the lucidity of your rhetoric.

Time flies like an arrow, but fruit flies like a banana.

Two roads diverged in a wood and I—I took the one less traveled by, and that has made all the difference.

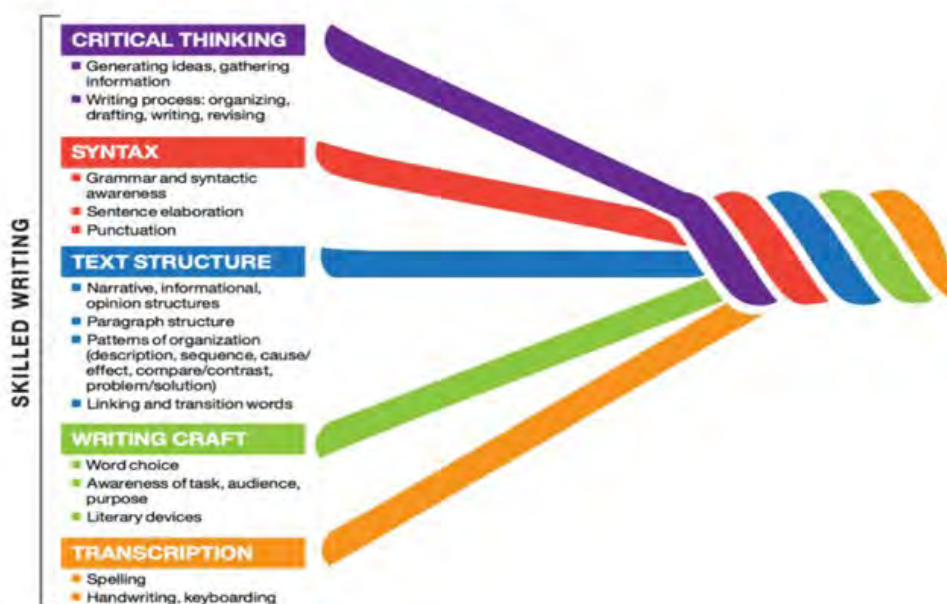
"Most of the time travelers worry about their luggage." or "Most of the time, travelers worry about their luggage."

SCARBOROUGH'S READING ROPE (2001)



The Writing Rope

The Strands That Are Woven Into Skilled Writing (Sedita, 2019)



Literacy Knowledge Note Catcher



**CONCEPTS OF
PRINT**



**GENRE
AWARENESS**

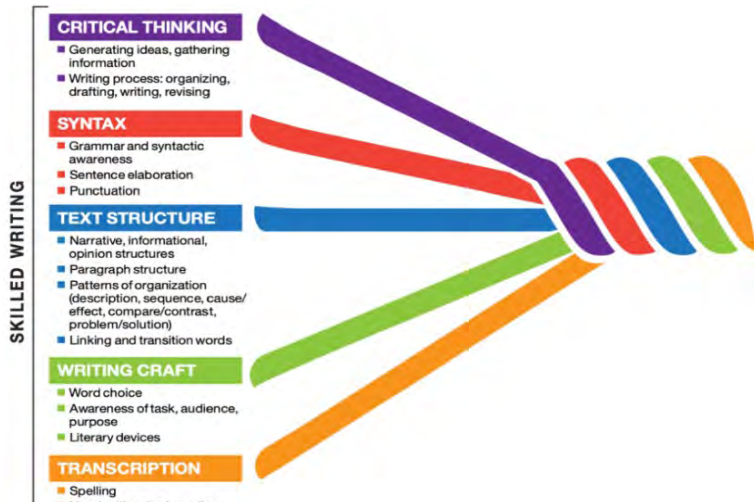


**META-
KNOWLEDGE**

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Complementary Skills

Which strands of The Writing Rope support each component of Literacy Knowledge?

CONCEPTS OF PRINT	GENRE AWARENESS	META-KNOWLEDGE

Excerpt from Abraham Lincoln’s “House Divided” Speech

“A house divided against itself cannot stand.”

I believe this government cannot endure, permanently half *slave* and half *free*.

I do not expect the Union to be *dissolved* – I do not expect the house to *fall* – but I do expect it will cease to be divided.

It will become *all* one thing, or *all* the other.

Either the *opponents* of slavery, will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction; or its *advocates* will push it forward till it shall become alike lawful in *all* the States, old as well as new – *North* as well as *South*.

Have we no *tendency* to the latter condition?

Think Like a Reader	Think Like a Writer
Instructional Implications	

Excerpt from “The Tell-Tale Heart” by Edgar Allen Poe

True! — nervous — very, very dreadfully nervous I had been and am; but why *will* you say that I am mad? The disease had sharpened my senses — not destroyed — not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth. I heard many things in hell. How, then, am I mad? Hearken! and observe how healthily — how calmly I can tell you the whole story.

Spotlight Benchmark:

- ELA.7.R.3.4 Explain the meaning and/or significance of rhetorical devices in a text. (*Genre Awareness*)

Accompanying Benchmarks:

- ELA.7.R.1.3 Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.
- ELA.7.R.3.2 Paraphrase content from grade-level texts.

ELA Expectations:

- ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.
- ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.
- ELA.K12.EE.3.1 Make inferences to support comprehension.

Aligned Objectives:

- Explain how Poe’s use of rhetorical devices provides insight into the narrator’s perspective.

Rationale for the Stack:

Students will explain the significance of Poe’s use of rhetorical devices in “The Tell-Tale Heart.”

Discussion Question:

- How did Poe utilize rhetoric in “The Tell-Tale Heart?” (***Genre Awareness***)

Explicit Instruction Focus:*A Brief Introduction to “The Tell-Tale Heart”*

- Provide a brief overview.
- Provide students with a clear understanding of rhetorical questions through explicit instruction, modeling, examples and non-examples.

Brainstorming (Whole Group)

- Present students with a known text and identify the rhetorical questions in the text for practice.
- Provide each group with an opportunity to read excerpts of texts and determine if the questions in the text are rhetorical.

Small Group Discussion

- Divide students into small groups of 3-4.
- Read and annotate the text noting the use of rhetorical questions.
- Discuss annotations and paraphrase the excerpt.

Conclusion and Reflection

- Ask each group to share their work to determine understanding and clarify misconceptions.

Instructional Task to Check for Understanding:

Exit Ticket In “The Tell-Tale Heart,” how does the author’s use of rhetorical questions provide insight into the narrator’s perspective? Cite evidence from the text in your response.

Excerpt from Dr. Martin Luther King's "Letter from Birmingham Jail"

April 16, 1963

MY DEAR FELLOW CLERGYMEN:

While confined here in the Birmingham city jail, I came across your recent statement calling my present activities "unwise and untimely." Seldom do I pause to answer criticism of my work and ideas. If I sought to answer all the criticisms that cross my desk, my secretaries would have little time for anything other than such correspondence in the course of the day, and I would have no time for constructive work. But since I feel that you are men of genuine good will and that your criticisms are sincerely set forth, I want to try to answer your statements in what I hope will be patient and reasonable terms.

I think I should indicate why I am here in Birmingham, since you have been influenced by the view which argues against "outsiders coming in." I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every southern state, with headquarters in Atlanta, Georgia. We have some eighty-five affiliated organizations across the South, and one of them is the Alabama Christian Movement for Human Rights. Frequently we share staff, educational and financial resources with our affiliates. Several months ago the affiliate here in Birmingham asked us to be on call to engage in a nonviolent direct-action program if such were deemed necessary. We readily consented, and when the hour came we lived up to our promise. So I, along with several members of my staff, am here because I was invited here. I am here because I have organizational ties here.

But more basically, I am in Birmingham because injustice is here. Just as the prophets of the eighth century B.C. left their villages and carried their "thus saith the Lord" far beyond the boundaries of their home towns, and just as the Apostle Paul left his village of Tarsus and carried the gospel of Jesus Christ to the far corners of the Greco-Roman world, so am I compelled to carry the gospel of freedom beyond my own home town. Like Paul, I must constantly respond to the Macedonian call for aid.

Moreover, I am cognizant of the interrelatedness of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. Never again can we afford to live with the narrow, provincial "outside agitator" idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds.

Build a Benchmark Stack

	ELA.9. R.1.1	ELA.9. R.1.2	ELA.9. R.1.3	ELA.9. R.1.4	ELA.9. R.2.1	ELA.9. R.2.2	ELA.9. R.2.3	ELA.9. R.2.4	ELA.9. R.3.1	ELA.9. R.3.2	ELA.9. R.3.3	ELA.9. R.3.4
<div>Which benchmarks does this text support?</div>	Explain how key elements enhance or add layers of meaning and/or style in a literary text.	Analyze universal themes and their development throughout (a) literary text(s).	Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.	Analyze the characters, structures, and themes of epic poetry.	Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.	Evaluate the support an author uses to develop the central idea throughout a text.	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.	Explain how figurative language creates mood in text(s).	Paraphrase content from grade-level texts.	Compare and contrast the ways in which authors have adapted mythical, classical, or religious texts.	Explain an author's use of rhetoric in a text.
"Letter from Birmingham Jail" by Martin Luther King, Jr.					•	•	•	•	•	•		•

Spotlight Benchmark:

Accompanying Benchmark:

Rationale for the Stack:

Discussion Question:

Explicit Instruction Focus:

Instructional Task to Check for Understanding:

Reflection

What is one thing you will do to transfer the information from this session into practice?

Teachers

Coaches

Administrators



Reflect to Feed Forward

