Study Guide

This study guide is a companion to the book *The Right to Be Literate: 6 Essential Literacy Skills* by Brian M. Pete and Robin J. Fogarty. *The Right to Be Literate* presents K–12 teachers and administrators with research and strategies that support the essential literacy skills students need in order to prosper in the 21st century.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to support literacy for all students in your school or district.
Chapter 1

Read Fast: Read With Reason and Purpose

1. What do you find most troubling about the idea that equipping all students with the literacy skills they need for college and careers is not easily achieved, and why is this the case?

2. Define close reading in your own words. What does close reading involve?

3. What does the RSVP-E process involve? Use this process to do a close reading on a quotation of your choice. What do you gain from RSVP-E that you would not gain through reading the quotation in a less concentrated way?

4. What are the strongest applications for each of the five standards-based reading strategies presented in this chapter?

5. How is the Bluetooth Reading strategy different from the buddy reading model? Which three modalities does Bluetooth Reading utilize?

6. What two things must educators remember when bringing Reader’s Theater into their classrooms?
Chapter 2

Write Well: Write Every Day in Every Way

1. What are the opening, middle, and ending aspects of the bookends writing model, and what do they each involve?

2. Which of the writing formats listed in figure 2.1 do you find yourself using most frequently, and why is this the case? How could you incorporate other listed writing formats into your classroom to improve the diversity of your assignment choices?

3. Why can the One-Minute Write strategy be compelling to students, and what does this writing exercise prepare students to do?

4. What real-world relevancy is supplied by the Mediated Journal Entry strategy? What are the six standard prompts supplied for this strategy, and how would you adapt these prompts to correspond to a lesson in your class?

5. What steps does the Color-Coded Rewrite strategy include? Why is this strategy valuable for students to experience?
6. Name the three levels of feedback in the formative assessment cycle. When you use the formative assessment cycle, what are some student actions you should look for at each of these three levels?
Chapter 3

Listen Hard: Hear What Is Said

1. What three elements are needed to promote successful cooperative learning, and what does each of these three elements entail?

2. Briefly describe the listening skills included in PACTS.

3. Which of the five standards-based strategies featured in this chapter are partner dialogues? Why is partner work common in K–12 classrooms? Which of the five standards-based strategies are discussion-based structures? Why are structured classroom discussions important?

4. Why is the 2-4-8 Focus Interview strategy an effective opening activity as well as a valuable way to summarize a lesson’s valuable points? How would you incorporate the 2-4-8 Focus Interview into your lesson plan?

5. How is the Serve and Volley strategy different from standard student partner work? What is this strategy designed to teach students to do?
6. What three characteristics of engaged standards-based learning does the Debate Format strategy demonstrate? When does the Debate Format strategy become especially valuable, and in what writing methods can debate skills transfer easily?
Chapter 4

Speak True: Say What You Mean

1. What is an Elevator Pitch? What topic would you choose for incorporating this technique into your lesson plan, and what directions would you give to your students for developing their pitches?

2. Briefly describe what students do when participating in this strategy. Why is the Panel of Experts speaking strategy especially powerful in helping students explore issues?

3. In the Three Musketeers strategy, how do the three students who are banded together cooperate with each other? How does this activity demonstrate the skills students will need when participating in a 21st century work environment?

4. What is the key difference between the Cooperative Tear Share strategy and a traditional cooperative learning jigsaw?

5. Why is the People Search strategy sometimes considered to be just a mixer or icebreaker activity?
6. How and when do students interact in whole groups, small groups, and pairs in your classroom? How do you think you could incorporate more and better group and pair activities into your lessons?
Chapter 5

View Always: Picture It

1. How is literacy in the 21st century different from the concept of literacy of past generations?

2. What does the term Hanging Paper signify as a viewing strategy? How have you engaged students’ visual and spatial memory through visual learning tools?

3. How is the Below the Cloud strategy different from viewing stationary images on paper, and how must it be approached differently from traditional research instruction? What is the challenge of this viewing strategy?

4. Why is the ability to compare and contrast how different media sources communicate the same information a crucial 21st century skill? How would you incorporate a YouScreen strategy into your lesson plan to help students develop this skill?

5. How can teachers help students become skilled interpreters of visual information?

6. What is the key skill that students must develop in the Collegial Theater viewing strategy?
Chapter 6

Represent Often: Show, Don’t Tell

1. Why are tangible, student-developed artifacts important tools for 21st century assignments?

2. Why is summarization, as accomplished through the Digimatic strategy, important in cultivating students’ literacy skills?

3. What thinking skills are targeted by each of the five representing strategies detailed in this chapter?

4. What does the Real to Reel strategy involve? How have your students employed this strategy in your classroom?

5. Take some time to delve into YouTube, TeacherTube, Learning Channel, TED, and Hulu. What does each of these video sources feature that either you could use in your instruction or your students could include in their work?
6. How would you integrate the Klever Kid Flicks strategy into your lesson plan? Which of
the video production programs described in this section would best complement this
purpose, and why?