

## The Frugal and the Gorbit

As he rudeled down the laskin, the jolet frugal plamed the gorbit.  
“Phat plamp me again,” quirfed the gorbit, “or I will sasted you.”  
“Oh, zep,” corped the brated frugal. “You always misto.”

Away went the blotted frugal and the whorlotted gorbit. Perhaps the listents would thormi another day.

1. What did the frugal do?
  - A. blotted himself
  - B. plamed the gorbit
  - C. sasted his zep
  - D. plumped his quirf
2. What might the listents do another day?
  - A. plame
  - B. thormi
  - C. rudel
  - D. blot

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Nearly two-thirds of people who leave prison are re-arrested within three years.

What does it say?	What does it not say?

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<b>Subject</b>	What is the main subject?
<b>Occasion</b>	Discuss the context of the text; consider setting, circumstances, events, the era, the historical or cultural context.
<b>Audience</b>	Identify the intended audience and discuss why this audience was targeted.
<b>Purpose</b>	Analyze the author’s purpose for writing this piece.
<b>Speaker’s attitude</b>	Determine the tone of the piece. What is the author’s attitude and why was this tome used?

Source: The College Board

## Ending Readicide: the 50/50 Approach

In developing <i>recreational</i> readers, teachers must...	In developing <i>academic</i> readers, teachers must...
<ul style="list-style-type: none"> <li>• never lose sight that our highest priority is to raise students who become <i>lifelong</i> readers. What our students read in school is important; what they read the rest of their lives is <i>more</i> important.</li> <li>• recognize that massive test preparation is not a justification for killing readers.</li> <li>• always keep the 50/50 Approach in mind. Do not allow recreational reading to be drowned in a tsunami of academic reading. Maintain a balance between the kinds of reading your students do. Place a higher value on fun reading.</li> <li>• provide adequate time in school to read so that students have an opportunity to develop recreational reading habits.</li> <li>• make sure students have access to a book flood, a place on campus where they are surrounded by high-interest reading materials.</li> <li>• model the importance of reading to students by being a reader him/herself.</li> <li>• encourage students to recognize, to seek, and to maintain reading flow.</li> <li>• stop chopping up recreational books with worksheets and quizzes.</li> <li>• stop grading recreational reading. Teachers should give kids credit for recreational reading, but stop grading it.</li> <li>• Understand that recreational reading actually is test preparation. When students read books recreationally they are building valuable knowledge capital that will help them in future reading.</li> </ul>	<ul style="list-style-type: none"> <li>• teach less material and teach it deeply.</li> <li>• keep students' focus on the value that classic books have to offer. Illuminate the "imaginative rehearsals." Stop focusing on whether students like the books or not.</li> <li>• ditch multiple choice tests in favor of essays and other responses that require deeper thinking. Remember: what you test is what you get.</li> <li>• recognize that "facts" change. Instead of memorizing them, teachers should spend more time teaching students how to think. Students need to do much more analysis, synthesis, and evaluation.</li> <li>• demand that students continue to read books that may be a shade too hard for them. This is why the teacher is in the room.</li> <li>• understand the cognitive development that comes when students wrestle with long books.</li> <li>• recognize when over-teaching is occurring. Stop chopping the book up into so many pieces that the book itself gets lost.</li> <li>• recognize when under-teaching is occurring and what the teacher can do to help the students get back and remain on track</li> <li>• start with a guided tour, but try to set students on the budget tour as soon as possible.</li> <li>• surround academic text with high interest, authentic real world reading.</li> <li>• Design lessons that help students transfer the kind of thinking they are doing in the book to the kind of thinking we want them to exhibit in the real world. Help them to uncover the value found in the book.</li> </ul>

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