

- **State of Reading Achievement**
 - (1:14:39) - Introduction of the reading achievement across the country and Massachusetts has one of the greatest numbers for advanced level reading
 - (1:16:17) - There is no set equation for advanced reading, writing, and intellectual development, but there are different variables with a wide range of random outcomes.
- **Two Forms of Aggression (1:16:47)**
 - Aggression toward basic and proficient reading, know-your-place disciplinary aggression
 - There is a greater deal in supporting early entry into reading development, which sets up the foundation of intellectual and academic laziness
- **Why an intellectual Infrastructure (1:18:53)**
 - “Never Rise from the Bottom” (1:19:59)
 - There is a continuum for superintelligence on one end and the need to achieve basic or proficient reading on another
 - An 18th Century conceptualization
 - Students need increased reading and writing opportunities to move toward advanced levels of reading and writing (1:20:25)
 - There is no other formula; there is no research on whether less reading or less writing will indicate better readers
- **Seven Pathways for Advanced Literacy and Intellectual Development (1:20:59)**
 - Interdisciplinarity - All educators play a part
 - Writing - True intellectual exercise
 - Passion for Ideas
 - Voracious reading
 - Knowledge accumulation
 - Analytical and Interpretive tools
 - Desire to shape the thinking of others
- **Interrogate Literacy Authorizations (1:21:23)**
 - Underperformance
 - Slow growth - Ex. Promoting slow growth orientation
 - Instructional & Curricular Practices
 - The field of work - No energy continues to exert itself for long unless it is stimulated by increasing difficulty, and sustained by increasing interest of some labor intense investigation
- **Intellectual Tradition - Literacy GPS (1:22:17)**
 - Everyone who is teaching students how to read and write should have a Literacy GPS
 - **Questions to Think about (1:23:25)**
 - Name 3 intellectuals or books focused on intellectuals across any discipline who read and write extensively that can serve as models for your students
 - Intellectual Architecture/Structure
 - Challenge the commonplace mind, true knowledge, depth

- **Root of the Conversation** (1:24:40)
 - What is the model of a highly literate student
 - What is true literacy
 - How do we know when we got it right
 - What do students represent our literacy offerings
 - What does it take to move students towards advanced reading, writing, and intellectual development?
- **Michael Eric Dyson - Example** (1:25:00)
 - Citations - Indication that all text belong to all students (equitable literacy)
 - Topics - Kids can read and write across multiple texts while citing people across a wide range of disciplines (Intellectual tradition - productive model)
- **Clear Observation** (1:26:43)
 - Textual Literacy Frames - 54 words from Black Presidency written about a range from politics to history
 - Accessing the writing of students (1:28:00)
 - Asking what it will take to have students write a paragraph similar to Black Presidency
 - Why do you think he wrote this paragraph? To what end was he striving?
- **“It will take my boys a hundred years to read and write the way you are talking about”** (1:28:01)
 - Focusing on the exponential growth rather than the slow growth trajectory
 - After having a controlled/supported structure for writing, other aspects of writing can be worked on
 - Question to ask any student: Who are you and what is the agenda? (1:33:07)
 - Story of his time at the Juvenile Detection Center (1:33:17)
 - **Multi-Dimensional Reading Model** (1:36:44)
 - Starting from Elementary to High School: We have to choose to have a strong concept of reading, nurture reading fluency, remote decoding, particularly student struggle- (1:37:27)
- **Cultural and Disciplinary Erasures** (1:38:10)
 - Students’ relationship with the disciplines is central to advanced reading, writing, and intellectual development.
 - When Literacy and equity is talked about, disciplinary equity isn’t
 - Certain groups are erased from academic disciplines; there is disciplinary erasure taking place in higher education
 - Student relations with the disciplines is central to advanced reading, writing, and intellectual development; true to low and high readers and writers
- **Disciplines** (1:39:43)
 - Thinking about it through interdisciplinary nature
 - **Disciplinary Depth** (1:40:56)
 - As a teacher, he makes sure to provide explicit research-based strategy, skill, and strategy instruction
- **Sidetracks/Aversions** (1:41:55)

- Ruby Bridges
- Learning Loss (1:43:34)
- **Mental Deterioration** (1:47:13)
 - Proton Therapy (Videos, Lesson Ex.) (1:48:09)
 - Proton, therapy, tumor, anesthesia (Practice)
 - Spelling, coding
 - Concept of reading (w/ nurture reading) (1:52:00)
 - Use of QuickTime audio; building the support
 - Give immediate feedback
 - Give fluency practice piece; give them experience with the text, then begin breaking down barriers
 - Comprehension assessment (1:55:10)
 - Read and capture the full meaning of the text (w/ visual support)
 - Student Summaries of the Lesson after 1 hour (1:58:06)
- The Severing of Reading and Writing Lineages (1:59:45)
 - The beginning his reading and lineages research work
 - Texture lineages
 - Writing: True Intellectual Exercise (2:02:47)
 - What leads students to write
 - What leads students to write about statistics, economics, sociology, neuroscience, history, culture
 - What leads the students to write about these topics at the same time
 - What leads students to ask questions or insert themselves into social and scientific phenomena or controversies shaping human history?
 - **Example** (2:03:41) - Goal is to write about the poem through what they have chosen (through lens of philosophy, religion, sociology, science)
 - **Example of Biology Lesson** (2:06:45)
 - Booger: Video lessons, visual support, building meaning, fluency practice
 - **High School Lesson Example** (2:10:07)
 - Black women, science, humanity
 - Text Reading: What doesn't kill you makes you blacker (w/ science text) - 2:11:41
 - Decoding drill, Lesson (on fistula), Building Meaning
 - Start up a conversation with a student (2:15:06)
- **Advanced Literacy Review** (2:17:09)
 - Read texts spanning from social sciences and physical sciences
 - Increase daily volume of texts read by students
 - Build textual lineages
 - Create outlets and environments for students to share texts in writing
 - Engage students in literacy collaboratives with cause-based readings

- ***Powerful texts in tandem with powerful reading and writing instruction can have a significant influence on the lives of all students*** (2:18:41)
 - Undeserving of text has led to calling students underserved
- ***Literacy Instruction has to be wide enough and deep enough to counter an historical ugliness rooted in multiple forms of exploitation that has manifested into academic underperformance-*** (2:20:00)
- **Final Review of the Questions+Answers** (2:20:40)
 - What is the model of a highly literate student
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- **Resolutions** (2:22:19)
 1. Build students' reading and writing lineages across the disciplines
 2. Develop stronger, better-defined literacy movement
 3. Move beyond narrow frames of scholarship
 4. Seek to destroy everything that goes against our humanity
- **Self-Assessment** (2:22:47)
 - Don't focus on learning loss, slow walking, or catching up, focus on the exponential growth of reading achievement (2:23:58)
 - "It's not just about students' literacies; it's about their lives" - 2005