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Showcase schools, sharing, promising, practices.

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How does this compare to how freedom is done to trade in Fahrenheit 451?

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Same idea.

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Our goal at Eastside is to be able to support students as readers, as writers, so that they

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feel empowered as young people within their lives to be able to make sense of their lives.

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sense of the world that they live in.

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We're in a school of upwards of 600 students who are all diverse learners and are all on

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very different developmental, cognitive, academic trajectories.

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Students spend all day long listening to directions from teachers and being told what to do and

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maybe they go home and they have to listen to their parents and so we want to provide

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a space in independent reading at least where kids can make those choices on their own.

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So, the idea of creating a space for independent reading in your school every single day really

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allows students a time where they are reading something that feels comfortable but challenging

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and gives them an opportunity to engage in a text.

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Reading at Eastside is a very individual and private enterprise.

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It's also social and public.

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At the same time, there is a lot of instruction around reading and a lot of goal setting around

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reading and talk around reading as well.

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You know, you just...

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just basically defined reading comprehension by just saying that.

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Mantaha, I met with her, and her conference was all just about,

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she had just abandoned a book.

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How far did you get into it?

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Like, in the middle of the book.

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And in the beginning of the year, I've made explicitly clear to kids

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that it's perfectly okay for students to abandon books.

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Yeah, that's all.

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I want you to enjoy what you're reading,

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and then talked about how excited she was about this new book that she was reading.

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reading. But now I'm reading this book about the Holocaust. Nice. Another non-fiction. Awesome.

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Our homework was to take our ideas of what it means to be free and apply them to both Fahrenheit

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451 and our independent reading books in order to have our accountable talk today. We're all

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reading different books and I love that some of you have them out on the desk. And Fahrenheit

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451 to be free means to be able to read the books and to be able to understand them and

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comprehend them.

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We're doing this work in Fahrenheit 451, and Damon was able to make very clear connections

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between what freedom meant and the contradiction of freedom in the two books.

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The difference between this and Fahrenheit 451 is that in Lord of the Flies, freedom

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becomes something that they don't want anymore, and they actually want to get back to structure

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so their life can be normal again.

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As a teacher, you could sit back and just say, you know what, here's a student that's

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actually learning.

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This is Mark's office, the principal's office, and Mark decided to start a library.

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in his office.

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Welcome, everybody.

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It's nice to see you all.

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I'm going to start off showing you a video of David Levithan.

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And we're just going to listen to him read the first few pages

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to set off our book talk.

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And then we're going to do a little bit of a turn and talk.

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He hosts book club meetings.

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And he gets pizza and Gatorade for them during lunchtime.

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And they sit and they talk about the book and the characters

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and everything.

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Gives you an idea of where a series has, for him,

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really come from.

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They've been part of a school culture that

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expects them to talk about books,

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to talk about literature, to engage in conversation

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with their peers.

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The voice in my head was the same thing where I couldn't figure out if he was a guy or a girl and I didn't really care.

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I feel like A is more like a soul because he has his own personality.

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The majority of the time I'm not doing a lot of the talking.

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This is not a space for me to tell them everything I think about the book.

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This is a space for them to talk about the book, to talk to one another and to share about the book.

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If he or she had led a normal life.

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It sort of messes with your mind a little bit.

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And you can see the respect I think that the kids give each other with their ideas and how they listen to each other.

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I just feel like a lot of...

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people go through identity crises because it's hard to want to be who you

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want to be with a society who doesn't want you to be who you want to be.

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It is actually the real intellectual work that we as adults have around books and reading.

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I think all librarians would like to say that the library is kind of the heart,

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the beating heart of the school.

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Aha!

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Yep, do you need anything else?

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One of my most important jobs is getting to know kids as readers.

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following them in the time that they're here.

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Oh yeah, come with me.

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What about you?

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Okay.

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I never forget that the people in this library are teenagers with really complicated lives.

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So if you have a grace, you have a power, but it's not like superpowers.

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And I do think that books and reading can really help them deal with things that are

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hard.

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And I think that's really powerful.

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At the end of the book...

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he finally realizes that it doesn't really matter what other people think.

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It's whether I accept myself and then I'm truly free.

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So, yeah, yay.

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What we're doing is not just teaching analytic skills and literature

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and writing strategies, but at the core of what we're doing is teaching human beings.

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And I love that book.

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I feel like that series has a little bit for everyone.

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That teacher recommendation did have a big impact on me.

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Then if we keep.

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that at the center of our pedagogy, then I think we're going to make the best decisions

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about how they can grow as readers and writers.