

Teaching with Tools

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TEACHING WITH TOOLS: AN OVERVIEW

Tools include, but are not limited to:

Words

- Individual words
- Sentences/Statements
- Passages
- Texts
- Questions

Images

- Painting/Sculpture
- Photographic
- Advertisements
- Film/Video
- Multimedia

Graphic Organizers

- Thinking Maps
- Graphic Organizers
- Advance Organizers
- Structured Notes

Visual Explanations

- Diagrams
- Graphs
- Charts
- Shapes

Research says that effective use of tools:

- Helps struggling students and those with special needs by providing structure and support
- Supports English Learners by helping them see how information is organized and giving them a more visual means of understanding or conveying ideas
- Increases engagement by providing ways for cognitive collaboration on academic tasks
- Achieves more sophisticated thinking by asking students to analyze, organize, and synthesize
- Improves comprehension by allowing students to analyze text structure and connections
- Enhances memory through organization of information
- Promotes generative thinking and scaffolding
- Stimulates the brain by activating the brain's need to impose order and find patterns

Teachers use tools effectively when they use them:

- Before, during, and after a primary activity such as reading
- With individuals, pairs, groups, and the full class as appropriate
- To generate, organize, analyze, and synthesize
- To prepare to read, write, speak, or learn
- To create organization on information that lacks order
- *Not* as the end but a means for the learning
- Demonstrate for students how to use them
- Not automatically but when it is efficient and appropriate
- For all but especially English Learners and those with learning differences
- In ways that allow for metacognitive processing of their learning from and use of tools

Instructional Principles

Effective instruction requires that students:

1. Work independently and with others to solve a range of intellectual problems.
2. Process material on multiple levels and in various ways.
3. Use tools and strategies to help them solve a range of academic problems.
4. Learn skills and knowledge through a variety of instructional modes.
5. Communicate their understanding by multiple means, including other media.
6. Monitor and evaluate their performance and progress towards goals.
7. Connect what they learn today to their other studies, the world, and themselves.
8. Develop and use skills and knowledge in the context of meaningful conversations.
9. Know what a successful performance looks like on all tasks and assessments.
10. Read a variety of types of texts, including multimedia and visual.

Burke, Jim. 2006. *50 Essential Lessons: Tools and Techniques for Teaching English/Language Arts*. Portsmouth, NH: *firsthand*/Heinemann.

[illegible]

Toolbox

Character Directory 	Conversational Roundtable 	Decision Tree 	Episodic Notes (3-Square) 	Episodic Notes (6-Square) 	Idea Cards
Interactive Notes 	Linear Array 	Outline Notes 	Plot Notes 	Pyramid Notes 	Q Notes
Reporter's Notes 	Spreadsheet Notes (3-column) 	Spreadsheet Notes (Multicolumn) 	Story Notes 	Summary Notes 	Summary Sheet
T Notes 	Target Notes 	Think in Threes 	Time Line Notes 	Venn Diagram 	Vocabulary Squares

FIGURE 1 Toolbox: A Visual Directory of the Tools



MySpace.com article

The siren call of myspace.com

Do you MySpace? A growing number of South Sound teens use the Web site to express themselves and meet friends, but some adults worry about their sharing personal information.

By DEBBY ABE

The News Tribune

Eighteen-year-old Aaron VanMeer's daily routine goes something like this: Get home from school, grab a snack and slide in front of the family computer for his daily fix.

He's just gotta log on to MySpace.com, the Web site where millions of teens and young adults gather to socialize.

For an hour - OK, maybe three or four sometimes - the Puyallup High School senior sends messages to some of the 149 friends listed on his site, tinkers with his site profile and surfs through other MySpace pages.

"This Web site is pretty important to me and my friends' social lives. . . . It's an unphysical way of hanging out," he said. "It's probably the first and last thing I do each and every night."

MySpace.com, along with similar sites, has exploded into a social necessity for more and more young people in the South Sound and across the country.

The free site allows members to create a personal Web page, called a profile, describing themselves and their interests.

Users can send e-mail and instant messages, and post music samples, snapshots and blogs by themselves and friends.

They can download music, talk to local and national band members, meet people and join online groups to ramble about topics as diverse as scrapbooking, music from the '90s or surviving cancer.

Yet for all the enthusiasm the site generates, it's also raising concerns among some parents and causing headaches for schools.

Parents wonder about the safety and content of the site, where tech-savvy kids spend hours each day communicating in the anonymity of cyberspace.

"The fact you don't know who you're meeting on there is kind of scary," said Bonney Lake resident Kim Halter, whose 14-year-old son recently joined MySpace. "It makes him happy, so I hate to just cut him off. I do watch him and limit the time he's on there."

Meanwhile, high schools are starting to see spillover effects from the site now that such a mass of teens has a forum to communicate with electronic speed.

"www.MySpace.com has hit schools with a vengeance," said Jim Boyce, dean of student affairs at White River High School in Buckley. "We have seen a very negative impact with MySpace.com as students from our school and others use it for negative purposes

such as threats, harassment and malicious gossip."

Massive popularity

Launched in January 2004, MySpace.com counts more than 46 million members. In November, an Internet measurement service found MySpace was the third-most-viewed site on the Internet in terms of total page views, outranking Google and eBay.

The site is open to anyone 14 or older, and advertisers use the site to reach 16- to 34-year-olds, according to information forwarded by Rena Grant with Edelman public relations firm for MySpace.

VanMeer, the high school senior, speculates most students at Puyallup High have a MySpace account. A quick search on the site found more than 900 users who say they attend the 1,650-student school.

Samantha Smith, a 15-year-old Curtis High School sophomore in University Place, says one of the most commonly asked questions when meeting another teen these days is "Do you have a MySpace?"

"Most of my friends at school are on it," she said.

If anything, users say one of the site's biggest downsides is too much MySpace.



"It pretty much is ruining my life because I'm constantly checking on it at work, at home, you name it," said Travis Noble, 19, a Pierce College student who estimates he spends up to six hours a day on the site. "It's such a time-waster. You spend your time on there instead of doing things you should be doing."

University of Washington sociology professor and author Pepper Schwartz sees MySpace and similar social networking sites as a means to connect people in new ways and to maintain less intense relationships across distance and time.

It also feeds peoples' desires to be a star.

"This allows you to be on the Web and to have your own page," she said. "People like to read about their friends, their hobbies. We're interested in ourselves and others."

MySpace pages are as unique as each individual. Some feature girls' dreams of the perfect date, photos of favorite actors and screen backgrounds decorated with hearts.

Others include photos of 16-year-olds mugging next to half-empty bottles of beer. Raunchier profiles ooze lewd and profane language and display snapshots of barely clothed women.

All sites contain thumbnail photos of virtual "friends" - MySpace users who've requested or been asked to join the member's friends list, enabling them to exchange e-mail and post messages on each others' sites.

Not all users are enamored with the site.

Travis Collett, 17, occasionally uses his MySpace account, but he said, "Most of the people in advanced placement classes (at Tacoma's Wilson High School) don't have them. A lot of them think it's ridiculous, it's an attention-getter. I think it's a teenage girl thing."

Schools, parents worry

Parent concerns have grown amid national media reports of problems at schools over information posted on MySpace sites or isolated cases of men assaulting or starting sexual relationships with underage girls they've met through the site.

In Graham, Claudia Chapman limits her 15-year-old daughter, Dani Clark, to chatting with known friends. Dani also must give Chapman her password, let her mom check her site profile and sit at the computer when the teen chats online.

"I've heard so much bad stuff about MySpace," Chapman said. "Predators . . . can come in and act like a high schooler. Unless we know who they are, there's blocked access to her. I don't want her to become a statistic."

Dani says her friends would flip out if their parents were as strict, but she doesn't mind.

"I understand my mom's trying to watch out for me," the Graham Kapowsin High sophomore said. "That's the one thing my mom and I can do, is play on the computer."

The Washington State Patrol's Missing and Exploited Children

Task Force began working on its first MySpace case a couple of weeks ago by posing as a teenager with a site, said Detective Sgt. Dan Sharp, who supervises the task force.

"We've noticed how the language and chatting in there is very sexual in nature," Sharp said.

"Then we received a profile of an adult advertising himself as being over the age of 18, and his language was sexual in nature."

Preteens and adults alike should remember that personal information they post and discuss on MySpace can go to anyone on the Internet, including predators or pornographers, Sharp said.

He advises against placing a name, age, address, school, personal photo or other identifying information anywhere on the Web.

When a News Tribune reporter asked MySpace.com about safety concerns, the company's public relations firm referred to the site's safety tips area and provided a news release about its partnership with wired-safety.org to create a safer site.

MySpace.com lists extensive safety tips, and the news release said the site has algorithms, specially designed software and staff to monitor the site for rule violators and underage users.

"If we find out a user is under 14, we will delete his or her profile," the safety tips say.

The list tells parents how to remove information from their child's site or delete the profile altogether. MySpace profiles also



can be set so that users must approve who can view their site and send them e-mail.

Many teen users say they take care to avoid problems.

Jill Nguyen, an 18-year-old Foss High School senior, says she made up some of her profile details both as a joke and to keep from giving out too much personal information. She uses the site to communicate with friends, not meet new people.

"I don't think it's that dangerous," she said of MySpace, "but you should always be cautious."

Difficult to police

Aside from attracting predators, My Space, like any type of online communication, can lead to misunderstandings and become a technological monster.

Although most schools attempt to block the site from appearing on school computers, students often find ways to enter.

Mount Tahoma High commercial design teacher Lisa-Marie McDonald said students constantly try to sneak onto MySpace on one of the 30 computers in her room. Sometimes, they're successful.

If she catches them on the site twice, she bans them from her class computers for the rest of the quarter.

"It's the hugest problem I have," McDonald said.

Meanwhile, at White River High, administrators have intervened to prevent disagreements over what's written on MySpace blogs from

escalating into something serious, said Boyce, the dean of student affairs.

"Put yourself in a teenager's shoes. Someone writes in and says 'Jim Boyce is blah blah blah.' You'd write in and say 'no he isn't.' Another person would say 'you shut up.' That would happen at a school in the course of a day, but it doesn't have the speed of the Internet."

At Curtis High in University Place, administrators have asked students to remove two inappropriate photos posted on MySpace profiles in the past year, said associate principal David Hammond.

In one case, three cheerleaders wearing their Curtis outfits were photographed playfully spanking the backside of a fourth uniformed cheerleader, who was bent over to receive the swats.

In the other case, a boy took a camera-phone photo of a teacher, and posted the picture and inappropriate comments about the teacher on his MySpace site, Hammond said.

While schools generally can't dictate what content students put on personal sites outside school, Hammond said they can impose discipline if the content leads to threats or violence at school.

With the less-serious Curtis cases, administrators talked with the students and their parents, and the students voluntarily removed the photos, he said.

Despite the concerns about MySpace and similar sites, neither the school administrators nor

Detective Sharp suggest banning teens from using MySpace.

Instead, they say young users need to learn about Internet hazards and parents need to monitor their computer use.

"I'm confident with some education, kids will do just fine," Boyce said. "It's up to parents and educators to help them become aware."



Name: _____ Period: _____ Date: _____



Conversational Roundtable

Topic: _____

DIRECTIONS

Ask yourself what the focus of your paper, discussion, or inquiry is. Is it a character, a theme, an idea, a trend, or a place? Then examine it from four different perspectives, or identify four different aspects of the topic. Once you have identified the four areas, find and list any appropriate quotations, examples, evidence, or details.

READING ARGUMENTS

“Could It Be that Video Games Are Good for Kids?”

By Steven Johnson

Los Angeles Times 27 July, 2005

5 Dear Sen. Clinton:

I'm writing to commend you for calling for a \$90-million study on the effects of video games on children, and in particular the courageous stand you have taken in recent weeks against the notorious "Grand Theft Auto" series.

10 I'd like to draw your attention to another game whose nonstop violence and hostility has captured the attention of millions of kids — a game that instills aggressive thoughts in the minds of its players, some of whom have gone on to commit real-world acts of violence and sexual assault after playing.

I'm talking, of course, about high school football.

15 I know a congressional investigation into football won't play so well with those crucial swing voters, but it makes about as much sense as an investigation into the pressing issue that is Xbox and PlayStation 2.

Your current concern is over explicit sex in "Grand Theft Auto: San Andreas." Yet there's not much to investigate, is there? It should get rated appropriately, and that's that. But there's more to
20 your proposed study: You want to examine how video games shape children's values and cognitive development.

Kids have always played games. A hundred years ago they were playing stickball and kick the can; now they're playing "World of Warcraft," "Halo 2" and "Madden 2005." And parents have to drag their kids away from the games to get them to do their algebra homework, but parents
25 have been dragging kids away from whatever the kids were into since the dawn of civilization.

So any sensible investigation into video games must ask the "compared to what" question. If the alternative to playing "Halo 2" is reading "The Portrait of a Lady," then of course "The Portrait of a Lady" is better for you. But it's not as though kids have been reading Henry James for 100 years and then suddenly dropped him for Pokemon.

30 Another key question: Of all the games that kids play, which ones require the most mental exertion? Parents can play this at home: Try a few rounds of Monopoly or Go Fish with your kids, and see who wins. I suspect most families will find that it's a relatively even match. Then sit down and try to play "Halo 2" with the kids. You'll be lucky if you survive 10 minutes.

The great secret of today's video games that has been lost in the moral panic over "Grand Theft
35 Auto" is how difficult the games have become. That difficulty is not merely a question of hand-eye coordination; most of today's games force kids to learn complex rule systems, master challenging new interfaces, follow dozens of shifting variables in real time and prioritize

between multiple objectives.

In short, precisely the sorts of skills that they're going to need in the digital workplace of tomorrow.

Consider this one fascinating trend among teenagers: They're spending less time watching professional sports and more time simulating those sports on Xbox or PlayStation. Now, which activity challenges the mind more — sitting around rooting for the Packers, or managing an entire football franchise through a season of "Madden 2005": calling plays, setting lineups, trading players and negotiating contracts? Which challenges the mind more — zoning out to the lives of fictional characters on a televised soap opera, or actively managing the lives of dozens of virtual characters in a game such as "The Sims"?

On to the issue of aggression, and what causes it in kids, especially teenage boys. Congress should be interested in the facts: The last 10 years have seen the release of many popular violent games, including "Quake" and "Grand Theft Auto"; that period has also seen the most dramatic drop in violent crime in recent memory. According to Duke University's Child Well-Being Index, today's kids are less violent than kids have been at any time since the study began in 1975. Perhaps, Sen. Clinton, your investigation should explore the theory that violent games function as a safety valve, letting children explore their natural aggression without acting it out in the real world.

Many juvenile crimes — such as the carjacking that is so central to "Grand Theft Auto" — are conventionally described as "thrill-seeking" crimes. Isn't it possible that kids no longer need real-world environments to get those thrills, now that the games simulate them so vividly? The national carjacking rate has dropped substantially since "Grand Theft Auto" came out. Isn't it conceivable that the would-be carjackers are now getting their thrills on the screen instead of the street?

Crime statistics are not the only sign that today's gaming generation is doing much better than the generation raised during the last cultural panic — over rock 'n' roll. Math SAT scores have never been higher; verbal scores have been climbing steadily for the last five years; nearly every indicator in the Department of Education study known as the Nation's Report Card is higher now than when the study was implemented in 1971.

By almost every measure, the kids are all right.

Of course, I admit that there's one charge against video games that is a slam dunk. Kids don't get physical exercise when they play a video game, and indeed the rise in obesity among younger people is a serious issue. But, of course, you don't get exercise from doing homework either.

ARGUMENT ORGANIZER

NAME: _____

Claim

What is the main point you will argue?

CLAIM

Reason

Why should readers accept your claim?

REASON

EVIDENCE

EVIDENCE

EVIDENCE

Evidence

- Facts
- Figures
- Statistics
- Observations

ACKNOWLEDGE

RESPOND

Acknowledge
& Respond
to other
perspectives on
the subject

“Snow,” from *How the Garcia Girl Lost Their Accents* by Julia Alvarez

Our first year in New York we rented a small apartment with a Catholic school nearby, taught by the Sisters of Charity, hefty women in long black gowns and bonnets that made them look peculiar, like dolls in mourning. I liked them a lot, especially my grandmotherly fourth grade teacher, Sister Zoe. I had a lovely name, she said, and she had me teach the whole class how to pronounce it. *Yo-lan-da*. As the only immigrant in class, I was put in a special seat in the first row by the window, apart from the other children so that Sister Zoe could tutor me without disturbing them. Slowly, she enunciated the new words I was to repeat: *laundromat, cornflakes, subway, snow*.

Soon I picked up enough English to understand holocaust was in the air. Sister Zoe explained to a wide-eyed classroom what was happening in Cuba. Russian missiles were being assembled, trained supposedly on New York City. President Kennedy, looking worried too, was on the television at home, explaining we might have to go to war against the Communists. At school, we had air-raid drills: an ominous bell would go off and we'd file into the hall, fall to the floor, cover our heads with our coats, and imagine our hair falling out, the bones in our arms going soft. At home, Mami and my sisters and I said a rosary for world peace. I heard new vocabulary: nuclear bomb, radioactive fallout, bomb shelter. Sister Zoe explained how it would happen. She drew a picture of a mushroom on the blackboard and dotted a flurry of chalkmarks for the dusty fallout that would kill us all.

The months grew cold, November, December. It was dark when I got up in the morning, frosty when I followed my breath to school. One morning as I sat at my desk daydreaming out the window, I saw dots in the air like the ones Sister Zoe had drawn—random at first, then lots and lots. I shrieked, “Bomb! Bomb!” Sister Zoe jerked around, her full black skirt ballooning as she hurried to my side. A few girls began to cry.

But then Sister Zoe's shocked look faded. “Why, Yolanda dear, that's snow!” She laughed. “Snow.”

“Snow,” I repeated. I looked out the window warily. All my life I had heard about the white crystals that fell out of American skies in the winter. From my desk I watched the fine powder dust the sidewalk and parked cars below. Each flake was different, Sister Zoe said, like a person, irreplaceable and beautiful.

Reading: Think About It!

Thinking about *how* you read

- I was distracted by . . .
- I started to think about . . .
- I got stuck when . . .
- I was confused/focused today because . . .
- One strategy I used to help me read this better was . . .
- When I got distracted I tried to refocus myself by . . .
- These word(s) or phrases were new/interesting to me . . . I think they mean . . .
- When reading I should . . .
- When I read today I realized that . . .
- I had a hard time understanding . . .
- I'll read better next time if I . . .

Thinking about *what* you read

- Why does the character/author . . .
- Why doesn't the character/author . . .
- What surprised me most was . . .
- I predict that . . .
- This author's writing style is . . .
- I noted that the author uses . . .
- The main character wants/is . . .
- If I could, I'd ask the author/character . . .
- The most interesting event/idea in this book is . . .
- I realized . . .
- The main conflict/idea in this book is . . .
- I wonder why . . .
- One theme that keeps coming up is . . .
- I found the following quote interesting . . .
- I _____ this book because . . .

Elaborating on what you think

- I think _____ because . . .
- A good example of _____ is . . .
- This reminded me of _____ because . . .
- This was important because . . .
- One thing that surprised me was _____ because I always thought . . .
- The author is saying that . . .

Core Skills

ASK QUESTIONS

- Who is involved?
- What are they doing? (Why?)
- What do they want very badly? (Why?)
- What is the situation or problem?
- Who is telling the story? (Why?)
- How is the story designed? (Why?)
- What is the source of tension?
- Can you trust the narrator?

MAKE CONNECTIONS

- I wonder why . . .
- What caused . . .
- I think . . .
- This is similar to . . .
- This is important because . . .
- This reminds me of . . .
- What I find confusing is . . .
- What will happen next is . . .
- I can relate to this because . . .

PREDICT

- What will happen next?
- Why do you think that?
- What effect will that have on the story or the characters?

SUMMARIZE

- What happened?
- What is essential to tell?
- What was the outcome?
- Who was involved?
- Why did this happen?
- Is that a detail or essential information?

STANDARDS/TEST CONNECTION

- The best word to describe the tone is . . .
- What device does the author use to . . .
- The writer organizes information: sequentially, spatially, comparatively . . .
- The main character feels/thinks . . .

SYNTHESIZE

- Three important points/ideas are . . .
- These are important because . . .
- What comes next . . .
- The author wants us to think . . .
- At this point the article/story is about . . .
- I still don't understand . . .
- What interested me most was . . .
- This means that . . .

Character Card

Useful Literary Terms

- | | |
|-----------------|-----------------|
| • allusion | • motif |
| • analogy | • narrator |
| • antagonist | • persona |
| • character | • plot |
| • conflict | • point of view |
| • convention(s) | • protagonist |
| • diction | • setting |
| • exposition | • theme(s) |
| • imagery | • tone |
| • irony | • voice |

Literature Circle Roles

Discussion Director/Illuminator Questions

- What were you thinking about as you read?
- What did the text make you think about?
- What do you think this text/passage was about?
- How might others think about this text/passage?
- What would you ask the writer if you could?
- What are the most important ideas/moments?
- What do you think will happen next—and why?
- What was the most important change in this section?

Illustrator Questions

- Ask your group, "What does this picture mean?"
- Why did you choose this scene to illustrate?
- How does this drawing relate to the story?
- Why did you choose to draw it the way you did?
- Who and/or what is in this picture?
- What did drawing it help you see?
- What did this passage make you think about?
- What are you trying to accomplish in this drawing?

Connector Questions

- What connections can you make to your own life?
- What/who else could you compare this story to?
- What other books might you compare to this one?
- What other characters or authors come to mind?
- What's the most interesting or important connection?
- How does this section relate to the ones before it?

Word Watcher Questions

- Which words are used frequently?
- Which words are used in unusual ways?
- What words seem to have special meaning?
- What new words did you find in this section?
- What part of speech is this word?
- What is the connotative meaning of this word?
- What is the denotative meaning of this word?

Summarizer Questions

- What are the most important events in the section?
- What makes them so important?
- How do these events affect the plot of characters?
- What changes did you notice when you read?
- What questions about this might appear on an exam?
- What might be a good essay topic for this section?

Name: _____ Period: _____ Date: _____

PART ONE: ANALYZE

Adjectives or Nouns

Adjectives or Nouns

Adjectives or Nouns

DIRECTIONS Use your notes and ideas from Part One to help you write a paragraph in which you synthesize the character's changes and the causes and significance of those changes. Be sure your paragraph has a claim, organizes the information effectively, and provides specific examples that illustrate and support your claim.

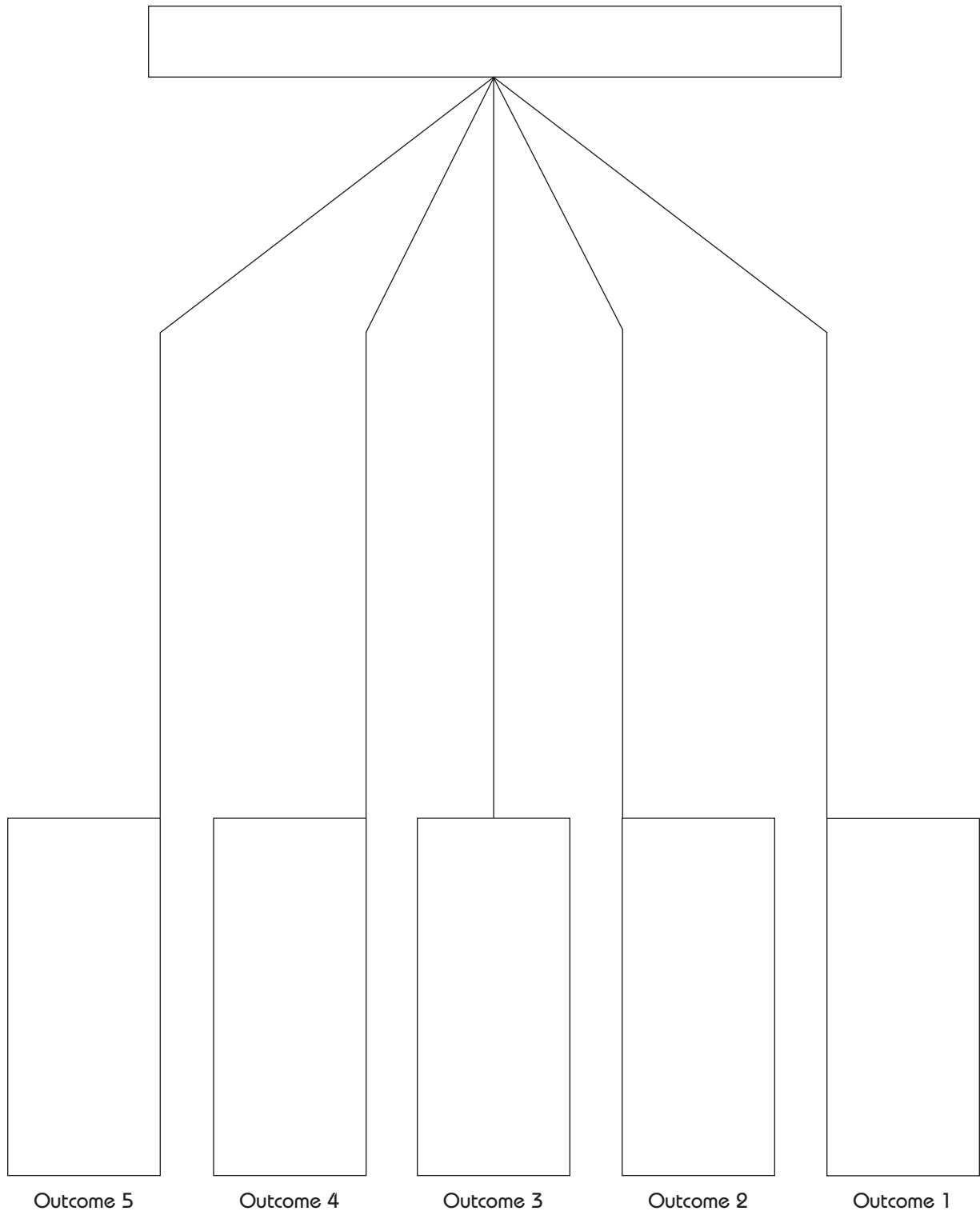
Use your notes and ideas from Part One to help you write a paragraph in which you synthesize the character's changes and the causes and significance of those changes. Be sure your paragraph has a claim, organizes the information effectively, and provides specific examples that illustrate and support your claim.

Decision Tree

Name _____ Date _____

Topic _____ Period _____

Suggestions for Use: Use this Decision Tree diagram to examine the possible outcomes of different decisions. You might consider the different consequences of a character's possible choices, or you might consider how it would change the story to tell it from different points of view. In Health, History, or Business, you might consider the ramifications of different choices. Provide arguments for and against each decision.



STAGES OF LIFE

Overview Life falls into distinct stages, each one different from the next. This assignment asks you to identify these different stages, describe each one, and gather examples from the literature you are reading and your own life. Using your model as a guide, you should then write a short explanation of your model as outlined below.

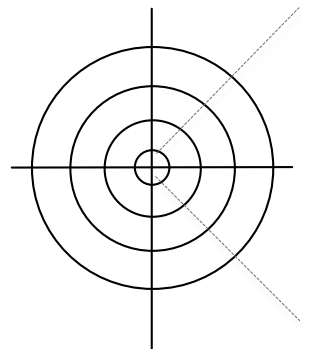
Requirements Each of you must:

- Work with your group to determine the stages of life and represent your ideas in some visual form.
- Include in your model the stages, descriptions, and examples from the literature and life in general.
- Present your model to the class.
- Write a well-organized page summarizing your model with details from both the book and your own life and experience.

Steps

Complete each of the following:

1. Generate a list of the different stages into which you think life falls.
2. Describe each stage: duration and details.
3. Identify the causes and effects of the transition from one stage to the next (i.e., what *causes* someone to move from one stage to another, and what is the *effect* of this change on them?)
4. Gather examples from the literature you are studying and life in general to illustrate each stage in your model.
5. Organize your stages and details into a visual model which could, but does not have to, resemble the diagram included here.
6. Present your model to the class as part of our discussion of life's stages and how they apply to the literature.
7. Write a one-page paper explaining your model. It should have a clear **topic sentence** (focus); **transitions** to organize your ideas into the different stages; and **details** (descriptions and examples) that develop your ideas.



INTEGRATING QUOTATIONS

1. Embedded Within One Sentence

Introduction/lead to quotation , the quotation, discussion/explanation of quotation

Example **Stafford argues that we are intimately related to nature**, for when he says **“I stood there and thought hard for us all,”** he makes the man just another one of the animals, no more important than any other living thing in the surrounding forest.

2. Broken Into More Than One Sentence

Introduction/lead to quotation. **The quotation,** discussion/explanation of quotation

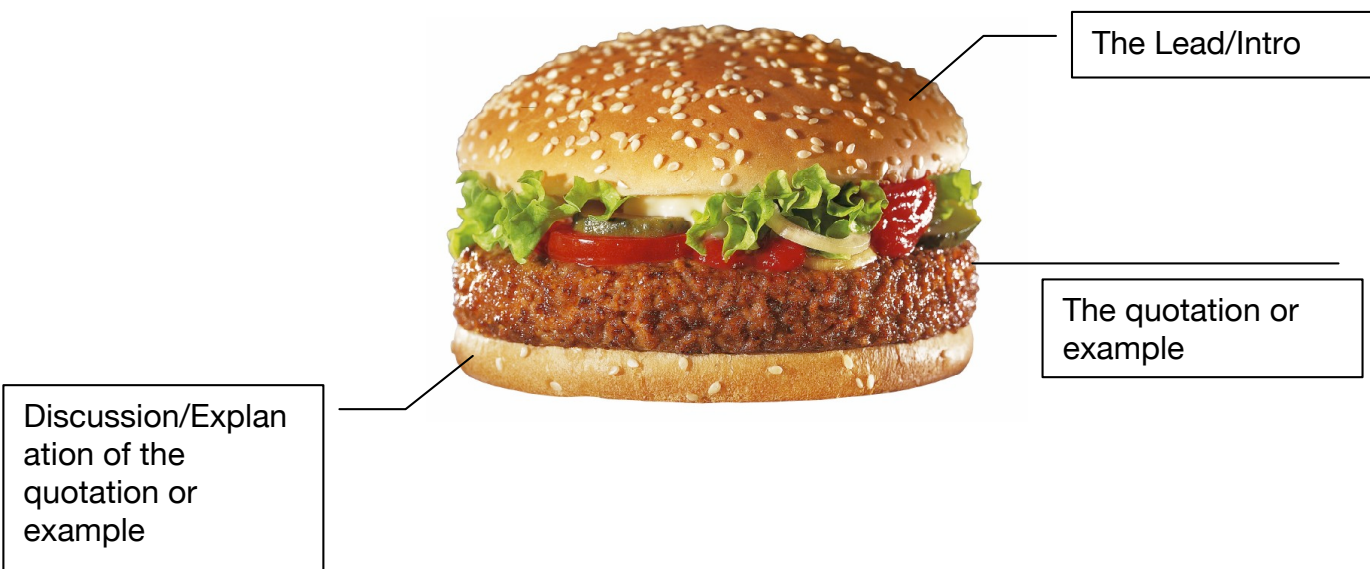
Example **Stafford argues that we are intimately related to nature.** When he says, for example, **“I stood there and thought hard for us all,”** he makes the man just another one of the animals, no more important than any other living thing in the surrounding forest.

Introduction/lead to quotation, **the quotation.** Discussion/explanation of quotation

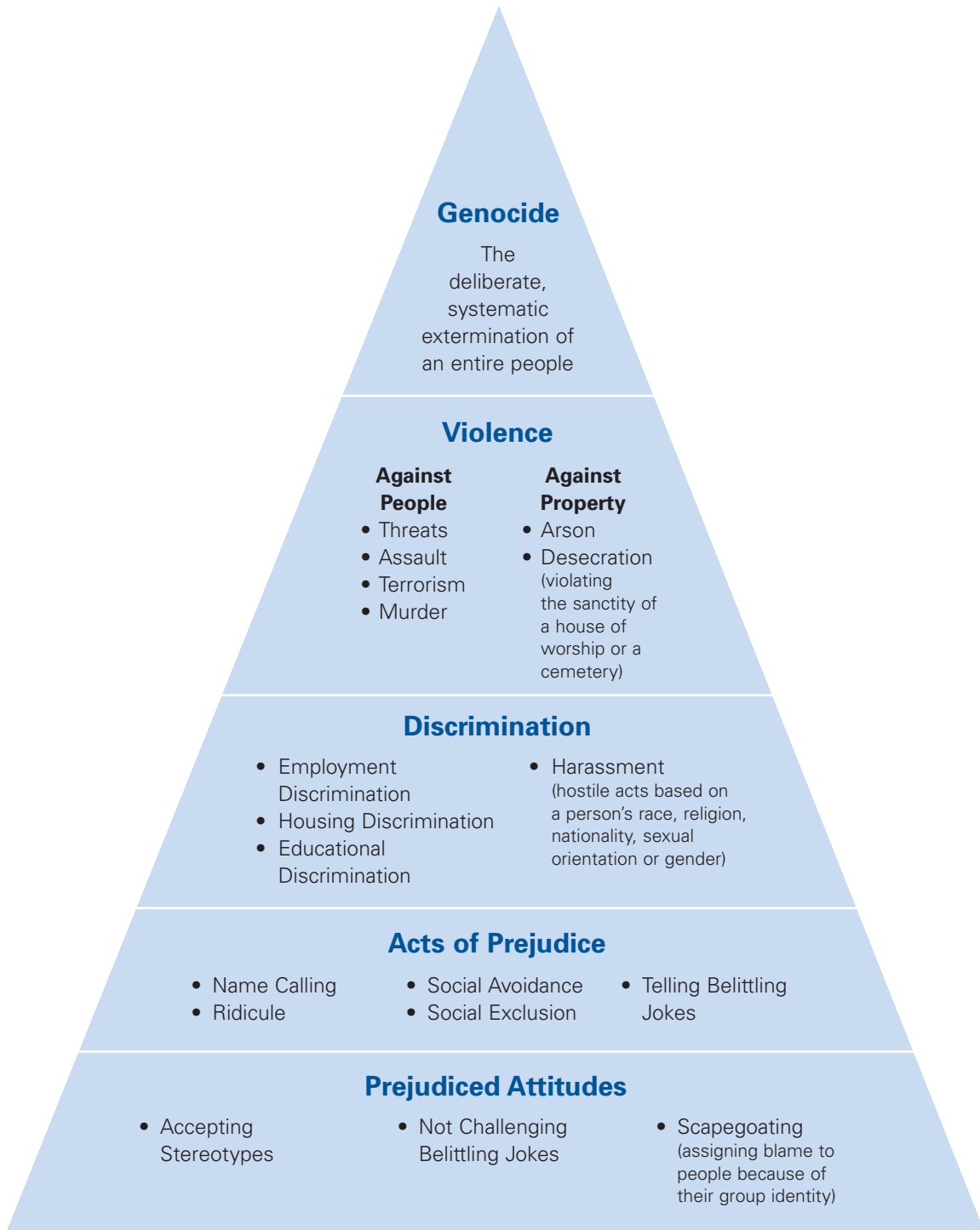
Example **Stafford argues that we are intimately related to nature** when he says **“I stood there and thought hard for us all.”** These words make him just another one of the animals, no more important than any other living thing in the surrounding forest.

INTEGRATING EXAMPLES

1. **Animals and nature in general are certainly big business.** The San Francisco Zoo, for example, profits from the tigers, the tragic death and news coverage both advertising how exciting the zoo is and how dangerous the animals really are.



PYRAMID OF HATE



EFFECTIVE ADOLESCENT LITERACY INSTRUCTION

PRESENTER: JIM BURKE

Research on adolescent literacy has identified certain common elements in effective adolescent literacy instruction. Drawing on a range of reports, articles, and books, as well as my own classroom practices, I offer the following recommendations for content area teachers intent on helping adolescents become better readers and writers.

What Teachers Do

- *Provide direct, explicit comprehension instruction* in which strategies to use, when to use them, and how to use them with a variety of types of text. Such strategies include summarizing, making inferences, evaluating importance, and visualizing.
- *Embed effective instructional principles in the content* so that students learn how to read, write, and think in ways specific to that subject area.
- *Provide access to background knowledge*—cultural literacy, vocabulary, personal experience—before, during, and after students read and write about a subject.
- *Design opportunities for purposeful discussion.* Examples might include literature circles, Socratic Seminar, or reciprocal teaching. Reciprocal teaching demands that students become the instructors in the following way: They work in groups of four, reading the assigned passage together, during which they make predictions, ask questions, clarify misunderstandings, and summarize what they learned, which they then share with the class through discussions.
- *Assess and monitor students' understanding* informally as they go, teaching them also how to monitor their own understanding and performance.
- *Embed test preparation into the curriculum* in ways that deepen understanding of the material as well as improve such skills in the context of that subject area.
- *Provide ample time for reading and literacy instruction.* This means giving students the time they need to learn how to read the text and adequate time to actually read and understand it.
- *Read aloud* to students those passages that are difficult, modeling for them not only how to read the passage but how you make sense of it as you read.

What Students Do

- *Write often and for different purposes.* Students should write in ways that are specific to the types of writing common to school and work; but they should also use writing to think, explore, and understand what they are learning.
- *Take notes when reading,* letting the format and content be dictated by the reading purpose. Such structured note taking strategies as “Reporter’s Notes,” “Q Notes,” or “Summary Notes” provide additional support.
- *Make connections* between what students are reading and have read, between the text and their own experiences and knowledge of the world.
- *Use graphic organizers* and other such cognitive tools to develop students’ ability to evaluate, analyze, organize, and synthesize. Use these tools then as the basis for subsequent writing or discussion.
- *Generate questions* before, during, and after students read a text. Such questions might be personal (make connections), strategic (evaluating importance), or practical (following directions).
- *Establish a clear, compelling purpose* for their reading or writing that allows students to evaluate the importance of information and monitor their progress toward that goal.
- *Engage in cognitive collaboration* before, during, and after working with a text. Students may have assigned roles or be preparing to bring to the group their understanding. Students collaborate to make sense of a range of challenging texts and to convey that understanding.

You will find links to each book, program, or report on my website: www.englishcompanion.com. Also, a link to the handouts for today's workshop is on the homepage of the website for easy access and to share these resources with colleagues in your school or department.

Books by Jim Burke

Heinemann (www.heinemann.com) and (www.50essentiallessons.com)

- *The English Teacher's Companion: A Complete Guide to Classroom, Curriculum and the Profession* (2008)
- *50 Essential Lessons: Tools and Techniques for Teaching English Language Arts* (2007)
- *Letters to a New Teacher: A Month-by-Month Guide to the Year Ahead* (2006)
- *ACCESSing School: Teaching Struggling Readers to Achieve Academic and Personal Success* (2005)
- *The Teacher's Daybook: Time to Teach • Time to Learn • Time to Live* (2005)
- *School Smarts: Teaching the Four Cs of Academic Success* (2004)
- *Writing Reminders: Tools, Tips, and Techniques* (2003)
- *Tools for Thought: Graphic Organizers for Your Classroom* (2002)
- *Reading Reminders: Tools, Tips, and Techniques* (2001)
- *Illuminating Texts: How to Teach Students to Read the World* (2001)
- *I'll Grant You That: A Step-by-Step Guide to Finding Money* (2000)
- *I Hear America Reading: Why We Read • What We Read* (1999)

First Choice Education Group (www.curriculumassociates.com)

- *Academic Workout: Reading and Language Arts Grades 6-8* (2006)
- *Academic Workout: Reading and Language Arts Grades 9-10* (2007)

Great Source Education Group (www.greatsource.com)

- *Reader's Handbook: A Student Guide for Reading and Learning* (2002)
- *Reader's Handbook* (co-authored with Laura Robb, Second Edition) (Available in 2009)

Scholastic (www.scholastic.com)

- *The Teacher's Essential Guide to Classroom Management* (November 2007)
- *The Teacher's Essential Guide to Effective Instruction* (Spring 2008)
- *The Teacher's Essential Guide to Writing* (Fall 2008)

Holt McDougal (<http://www.mcdougallittell.com/ml/>)

- *Literature* (English Language Arts series, 6-12, 2008)