

Just Read, Florida! Professional Development

Participant Handouts

Florida K-12 Reading Endorsement
REESOL Bundle Inservice Training
Engaging Students in Text



FLaRE is a Project of Just Read, Florida!

REESOL Bundle Inservice Training Participant Handouts Engaging Students in Text

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Engaging Students In Text

This module addresses the following **Florida K-12 Reading Endorsement Competencies**:

Competency 1: Foundations in Language and Cognition

Has substantive knowledge of language structure and function and cognition for each of the five major components of the reading process.

Competency 2: Foundations of Research-Based Practices

Understands the principles of scientifically based reading research as the foundation of comprehensive instruction that synchronize and scaffolds each of the major components of the reading process toward student mastery.

Competency 6: Demonstration of Accomplishment

Applies knowledge of reading development to reading instruction with sufficient evidence of increased student reading proficiency for struggling students, including students with disabilities and students of diverse populations.

Knowledge

- 1.F.4 Understands the interdependence between each of the major reading components and their affect upon comprehension.
- 1.F.5 Understands the impact of dialogue, writing to learn and print environment upon reading development.
- 2.F.1 Identify explicit, systematic instructional plan for scaffolding content area vocabulary development and reading skills.
- 2.F.3 Identify resources and research-based practices that create both language-rich and print-rich environments.
- 2.F.4 Identify research-based guidelines and selection tools for choosing literature and expository text appropriate to students' interests and independent reading proficiency

Skills

- 6.1 Applies knowledge of language development, literacy development, and assessment to instructional practices.
- 6.6 Demonstrate knowledge of research-based instructional practices for facilitating reading comprehension.
- 6.8 Demonstrate knowledge of research-based instructional practices for developing critical thinking and content area reading skills.
- 6.9 Demonstrate knowledge of goal setting and monitoring of student progress with appropriate instructional application that promotes increases in student learning trends in reading over time.
- 6.12 Demonstrate knowledge of creating both language-rich and print-rich environments.

Engaging Students in Text (6-12)

Agenda

Introduction and opening activities

- Outcomes for engaging students in text
- Thinking about your classroom
- Developing a common language
- Conditions for learning

Looking at learning theories

- Schema theory
- Vygotsky's zone of proximal development
- Rosenblatt's reader's response theory
- Cambourne's conditions for learning

Using learning theories to enhance lessons

BREAK – down time for processing

Motivation as a factor for engaging students

- Novelty
- Control and choice
- Intrinsic reward
- Learning environment

Exploring an information-rich environment

Engaging with text

- Reader Attitude Profile (RAP)
- What research says
- Allens' stages of reading engagement

Wrap-up

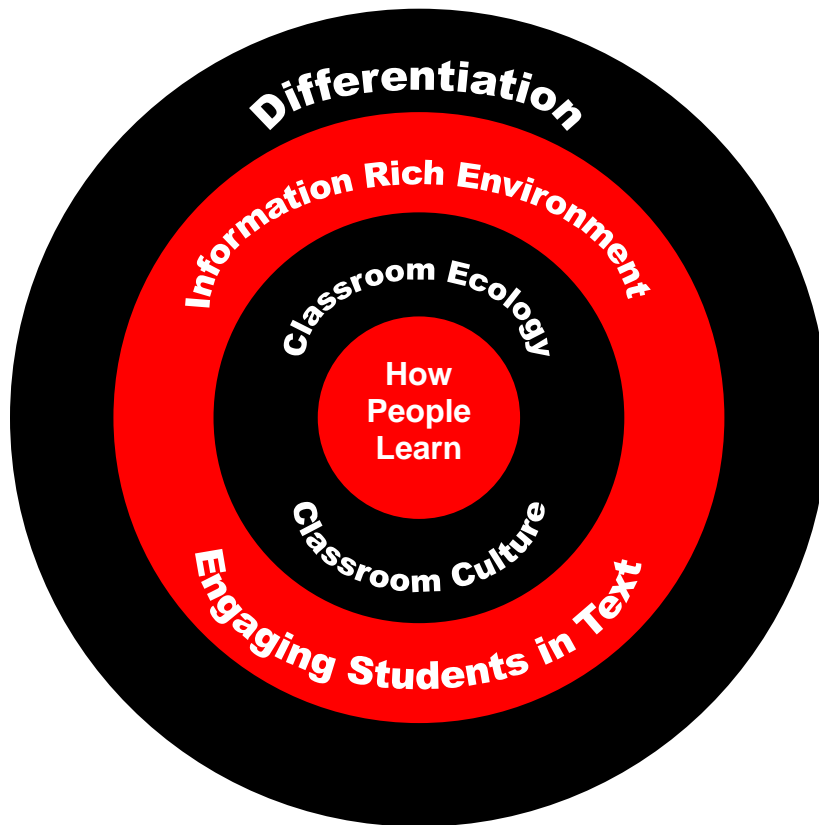
- Review of key concepts
- Closing activity

Organizing for Instruction Engaging Students in Text

Overview and Rationale

In recent years neurologists, educators, and cognitive scientists have determined that all students have the ability to learn. In the 1999 report “How People Learn: Brain, Mind, Experience, and School,” the National Research Council concluded that the early twentieth century education focused only on reading, writing, and calculating, rather than enabling learners to read and think critically, as well as clearly and persuasively express complex problems. Shifts in understanding how people learn and the nature of learning have caused educators to reflect on new ways of teaching. In particular, building a classroom community (knowing the learner and classroom ecology), establishing a print-rich environment, engaging students in text and differentiation have become critical components for organizing literacy instruction. This module seeks to enhance and increase participants’ instructional effectiveness in these areas.

FLaRE’s Organizing for Instruction Module



Summary of Research-based Principles for Engaging Students in Text

Principle	Definition and Rationale for Principle	Why Do This?	Procedures Practiced
<p>Classrooms contain quality texts from a variety of genres and formats that include interesting and relevant content.</p>	<p>Children’s literature can be divided into categories or genres. Genres help teachers understand the organization of children’s literature and help to guide selection. Within each genre and format, it is important that text content match students’ interests and is relevant to learning goals.</p>	<p>Familiarity with many genres and text formats enhances students’ ability to read to learn across content areas and learning situations.</p>	<ul style="list-style-type: none"> • Develop a classroom library • Work with school media specialist to bring a diversity of books into the classroom. • Include supplemental texts that support topics under study in the classroom
<p>Classrooms contain displays of text, including student-created text.</p>	<p>Classroom displays of text can take many forms. Importantly, they provide a place to celebrate student accomplishments. Also environments that are rich in text support literacy development and emphasize the value of the written word.</p>	<p>Environmental print displays support literacy development by immersing children in a print-rich environment.</p>	<ul style="list-style-type: none"> • Word Walls • Student Work Displays • Colorful bulletin boards that are changed often
<p>Classrooms contain accessible texts that foster student interest and engagement in reading.</p>	<p>Text engagingness describes the qualities of texts that make them worth reading. Accessibility refers to degree of demand a text presents to a reader as she/he attempts to construct meaning. Both of these factors should be taken into consideration as teachers select books and other texts for their classrooms.</p>	<p>Texts must be both interesting and accessible to encourage students to engage in reading and learning.</p>	<ul style="list-style-type: none"> • Model reading engagement • Administer reading interest surveys • Have books easily accessible in the classroom • Include age appropriate and leveled books in the classroom • Help students choose books at a suitable level of difficulty

Type of Instruction	Definition and Rationale for Principle	Why Do This?	Procedures Taught or Practiced
Teachers support students' reading development by scaffolding reading experiences.	Reading activities such as shared reading, guided reading, independent reading and read alouds each offer unique benefits to students. To effectively support students' literacy development, teachers must incorporate a variety of reading activities into their daily instructional practice.	Employing a variety of reading activities most successfully meets students' instructional needs.	<ul style="list-style-type: none"> • Shared Reading • Guided Reading • Independent Reading • Read Alouds
Teachers foster student motivation to read.	A key responsibility of teachers is creating an atmosphere that encourages and supports learning. Within that is the teacher's goal to foster the love of reading.	In the end, motivation in itself is a crucial component in getting students in any classroom to read and learn.	<ul style="list-style-type: none"> • Model the pleasures of reading • Provide a print-rich classroom environment • Provide students with a choice of books • Have books accessible in the classroom • Provide opportunities for discussions and interactions with others about books

Research has identified different strategies and methods for engaging students in text, which are included in this module. Of course, the teacher is the critical decision maker when determining which approaches are best suited to the needs of the students. Teachers should remember that no new strategy or method should be embraced uncritically; there is no one instructional practice that is the key to unlocking student success. However, when implementing any classroom practice, a reflective and well-informed teacher is the ultimate key to student achievement.

Reflections Log

New things I've learned	How do I plan to use this information?	Questions I still have	How can I learn more?

Engaging Students in Text Outcomes

Knowledge

Participants will be able to:

- Examine instructional practices that engage students in text.
- Explain the role of the teacher in engaging students in text.
- Identify before, during and after reading activities.
- Describe reading as a process.
- List factors in choosing appropriate texts to engage students.

Skills

Participants will be able to:

- Plan for instructional practices that engage students in text.
- Implement instructional practices that engage students in text.

Attitudes

Participants will:

- Accept the crucial importance of reading situations, the text, and the reader in fostering engagement.

Think About Your Classroom...

The following checklist has been adapted from Parsons (2001) as a way for teachers to determine if their literacy program is “well balanced, vital, and student-centered.”

	Yes	No	In Process
Does your class or program offer blocks for time for students to choose and read freely on topics related to the curriculum?			
Does your class or program provide reading strategies and/or instruction for helping students comprehend the text?			
Does your class or program offer regular opportunities for reading supplemental text aloud?			
Do you offer students many opportunities for a wide variety of writing?			
Do you provide opportunities for individual conferences with students on problem areas?			
Do you ensure that learning occurs cooperatively in pairs, small groups, combined groups, and in a whole-class group?			
Do your instruction techniques address various styles of learning—such as incorporating role-playing, labs, discussions, modeling, silent and oral reading?			
Does your program encourage a warm, supportive, accepting atmosphere, free of gender, racial, cultural, ability, class, and stereotypes?			
Do you encourage students to make decisions and choices and accept a developing degree of responsibility for what, when, how, and where they learn?			
Do you actively model for students what you expect them to learn and share with students how you go about the process?			
Do you have flexible seating/work areas to facilitate cooperative learning?			
Do you take advantage of school and community human resources, for example, the media specialist, guest speakers, and content area experts, such as scientists, engineers, authors?			

Adapted from Parsons, L. (2001). *Response journals revisited: Maximizing learning through reading, writing, viewing, discussing, and thinking*. Portland, ME: Stenhouse Publishers.

Brian Cambourne's Model of Learning

With the conditions of learning, engagement, an essential component for learning, will occur. Learners must see the tasks as worthwhile and must believe that they can accomplish the assigned task.

Immersion	Learners need to be immersed in text of all kinds.
Demonstration	Learners need to receive many demonstrations of how texts are constructed and used.
Expectation	Expectations of those to whom learners are bonded are powerful coercers of behavior. "We achieve what we expect to achieve: we fail if we expect to fail. We are more likely to engage with demonstrations of those whom we regard as significant and who hold high expectations for us."
Response	Learners must receive "feedback" from exchanges with more knowledgeable "others." Response must be relevant, appropriate, timely, readily available, non-threatening, with no strings attached.
Approximation	Learners must be free to approximate the desired model—"mistakes" are essential for learning to occur.
Use	Learners need time and opportunity to use, employ, and practice their developing control in functional, realistic, non-artificial ways.
Responsibility	Learners need to make their own decisions about when, how, and what "bits" to learn in any learning task. Learners who lose the ability to make decisions are "depowered."

Engagement occurs when:

- the learner is convinced that he or she is a potential "doer" or "performer" of the demonstrations.
- the learner believes that engagement with these demonstrations will further the purposes of his or her life.
- the learner can engage and try to emulate without fear of physical or psychological hurt if the attempt is not fully "correct."

Schema Theory

Schema is a system of organizing knowledge about people, events, objects, and experiences. When students have active involvement with their environment it helps them become engaged with the topic and thus with the formation and evolution of concepts.

According to the schema theory of reading, comprehension depends on a complex network of connections between prior and new knowledge (Harris & Hodges, 1995). The readers' background knowledge refers to experiences, concepts, concrete and abstract knowledge, and the reasoning abilities the reader has developed over time.

Cognitive scientists use the term schema to describe how humans organize and construct meaning. Schemata (plural) are the building blocks of our understanding. For comprehension to take place, readers must activate or build a schema that fits with the information from a text as they read.

--Taken from Florida Online Reading Professional Development

Jean Piaget (1969) described learning as the modification of students' cognitive structures, or schemata, as they interact with and adapt to their environment. Schema or schemata are like mental organization systems where new information is organized with prior knowledge in some sort of a filing system.

According to the schema theory:

- Students are active learners
- Students relate new information to prior knowledge
- Students organize and integrate information in schemata

Schema, according to Keene and Zimmerman in *Mosaic of Thought* (pages 50-51) provides direction and focus in helping students enhance their learning. One of the most effective ways to improve comprehension is to "activate mental files" before bringing students to new learning. See chapter four, beginning on page 45, "Homes in the Mind: Connecting the Known to the New" for a more complete description of the theory of schema.

Chris Tovani in her book *I Read it But I Don't Get It* defines background knowledge as the information a reader has in her head. It is more than memory. It is a storehouse of knowledge that provides the reader with an assortment of information. Calling on existing knowledge and experience is crucial if readers are to assimilate new information.

When there is nothing to hang the new learning on, teachers must create a schema for the students.

Pages 55-58 in *Mosaic of Thought* will provide additional information on activating background knowledge, specifically in text-to-self, text-to-text, and text-to-world connections.

Note to Group One:

The facilitator has a copy of *Smoky Night* by Eve Bunting. You may use this book as an example of how one's schema may affect comprehension and engagement. Those who have not lived through a riot may need additional scaffolding to fully relate to the meaning of the story.

You may choose to demonstrate by creating your own schema design. An example would be cartoons characters from different decades, such as Tom and Jerry, Oscar the Grouch, and Blues Clues.

Sociolinguistic Theories

The sociolinguists place emphasis on the culture and how children learn. They view reading and writing as social processes that reflect the culture and community of students (Heath, 1983; Vygotsky, 1978, 1986). See *Tools of the Mind* for additional information.

Vygotsky's zone of proximal development refers to the range of tasks between students' actual development and their potential development. More challenging tasks with the teacher's scaffolding are more conducive to learning than independent learning. Students become engaged in learning when they are learning within their "zone." If the task is too difficult, the learner becomes discouraged, becomes disengaged, and often gives up in frustration. Learners who are asked to complete a task that is too easy may become disengaged through boredom. Finding each student's Zone of Proximal development requires knowing the learner, using assessments appropriately, and differentiating instruction.

Activity: Understanding Zone of Proximal Development

Note to Group Two: You may choose to do this activity with the group to demonstrate the Zone of Proximal Development (Transparency EST 7) or you may choose to create a graphic to demonstrate the concept of the Zone.

- Choose a topic you are interested in learning more about.
Example: Brain research/metacognition
- Describe a task within this topic that would be too easy for you; one that would not challenge you and may bore you.
Example: reading about learning styles; multiple intelligences
- Describe a task within the topic that would be too difficult for you; one that would frustrate you in your endeavors in this area.
Example: Reading medical text on the functions of the brain
- Describe a task within your "zone."
Example: Reading the latest text about teaching and the implications for learning

Choose a passage from *Mosaic of Thought* or *Tools of the Mind* that will be within most of the participant's "Zone," that is, not so difficult that it is frustrating, but challenging enough to for them to gain new understanding. Suggestions: The quote at

the beginning of Chapter 6, page 97, paired with the section on page 101-top of 102 provides deep thinking.

Group 2: Quote on Transparency EST 7 to use if needed:

I suggest that the only books that influence us are those for which we are ready, and which have gone a little farther down our particular path than we have yet gone ourselves. (*Forster in Kelly-Gangi & Patterson, 2002*).

Ask participants how a first year, 10 year, or 25 year teacher would respond to this quote.

Reader Response Theory

Rosenblatt (1978, 1983) considers how students create meaning as they read and vary how they read according to aesthetic and efferent purposes. “The reader brings to the work personality traits, memories of past events, present needs and preoccupations, a particular mood of the moment and a particular physical condition. These and many other elements in a never-to-be-duplicated combination determine his response to . . . the text. For the adolescent reader, the experience of the work is further specialized by the fact that he has probably not yet arrived at a consistent view of life or achieved a fully integrated personality.” (Rosenblatt, 1976).

In other words, we each bring our own unique set of experiences, biases, and perspectives to the text. The words are passed from the writer to the reader as he creates individual meaning based on his own personality and experiences, guided by the text itself. Students who have had experiences with horses, for example, will have a different emotional and intellectual interpretation of John Steinbeck’s *The Red Pony* than those who have never been around horses.

According to this theoretical perspective, the goal is for students to become lifelong learners. The reader-response perspective views students negotiating or creating meaning that makes sense based on the words they are reading and their own background knowledge. This perspective agrees with that of Piaget’s in that readers are active and responsible for their own learning.

Pages 165-168 of *Mosaic of Thought* demonstrate a reader’s response to a nonfiction article.

You may wish to use the poem “Schoolsville” (Handout EST 9) by poet laureate Billy Collins from his book *Sailing Alone Around the Room* (2001) to model the reader-response theory.

Directions:

1. Read the poem aloud as participants follow along silently.
2. Ask the following questions as an example of a response-based interpretation of the poem:
 - A. What would you have titled the poem?
 - B. Do you think the speaker enjoyed being a teacher? Why?
 - C. How do you picture the speaker in the poem?
 - D. What one phrase or word stands out in your mind?

Compare responses to demonstrate the how responses can differ and still be “right.”

Schoolsville

Billy Collins

Glancing over my shoulder at the past,
I realize the number of students I have taught
is enough to populate a small town.

I can see it nestled in a paper landscape,
chalk dust flurrying down in winter,
nights dark as a blackboard.

The population ages but never graduates.
On hot afternoons they sweat the final in the park
and when it's cold they shiver around stoves
reading disorganized essays out loud.
A bell rings on the hour and everybody zigzags
into the streets with their books.

I forgot all their last names first and their
first names last in alphabetical order.
But the boy who always had his hand up
is an alderman and owns the haberdashery.
The girl who signed her papers in lipstick
leans against the drugstore smoking,
brushing her hair like a machine.

Their grades are sewn into their clothes
like references to Hawthorne.
The As stroll along with other As
The Ds honk whenever they pass another D.

All the creative-writing students recline
On the courthouse lawn and play the lute.
Wherever they go, they form a big circle.

Needless to say, I am the mayor.
I live in the white colonial at Maple and Main.
I rarely leave the house. The car deflates
in the driveway. Vines twirl around the porch swing.

Once in a while a student knocks on the door
with a term paper fifteen years late
or a question about Yeats or double-spacing.
And sometimes one will appear in a windowpane
to watch me lecturing the wallpaper,
quizzing the chandelier, reprimanding the air.

Speech by Tim O'Brien, author, on his experiences as a soldier during the Vietnam War.

Shortly after midnight we moved into the ambush site outside My Khe. The whole platoon was there, spread out in the dense brush along the trail, and for five hours nothing at all happened. We were working in two-man teams—one man on guard while the other slept, switching off every two hours—and I remember it was still dark when Kiowa shook me awake for the final watch. The night was foggy and hot. For the first few moments I felt lost, not sure about directions, groping for my helmet and weapon. I reached out and found three grenades and lined them up in front of me; the pins had already been straightened for quick throwing. And then for maybe half an hour I kneeled there and waited. Very gradually, in tiny slivers, dawn began to break through the fog, and from my position in the brush I could see ten or fifteen meters up the trail. The mosquitoes were fierce. I remember slapping at them, wondering if I should wake up Kiowa and go get some repellent, then thinking it was a bad idea, then looking up and seeing the young man come out of the morning fog. He wore black clothing and rubber sandals and a gray ammunition belt. His shoulders were slightly stooped, his head cocked to the side as if listening for something. He seemed at ease. He carried his weapon in one hand, muzzle down, moving without any hurry up the center of the trail. There was no sound at all—none that I can remember. In a way, it seemed, he was part of the morning fog, or my own imagination; but there was also the reality of what was happening in my stomach. I had already pulled the pin on a grenade. I had come up to a crouch. It was entirely automatic. I did not hate the young man; I did not see him as the enemy; I did not ponder issues of morality or politics or justice. I crouched and kept my head low. I tried to swallow whatever was rising from my stomach, which tasted like lemonade, something fruity and sour. I was terrified. There were no thoughts about killing. The grenade was to make him go away—just evaporate—and leaned back and felt my head go empty and then felt it fill up again. I had already thrown the grenade before telling myself to throw it. It was gone. The brush was thick and I had to lob it high, not aiming, and I remember the grenade seeming to freeze above me for an instant, as if a camera had clicked, and I remember ducking down and holding my breath and seeing little wisps of fog rise from the earth. The grenade bounced once and rolled across the trail. I did not hear it, but there must've been a sound, because the young man dropped his weapon and began to run, just two or three quick steps. Then he looked down at the grenade, turned to his right, and tried to cover his head but never did. It occurred to me then that he was about to die. I wanted to warn him. The grenade made a popping noise— not loud, not what you'd expect. Just a pop, and there was a puff of dust and smoke and the young man seemed to jerk upward as if pulled by invisible wires. He fell on his back. His rubber sandals had been blown off. He lay at the center of the trail, his right leg bent beneath him, his one eye shut, his other eye a huge star-shaped hole. For me, it was not a matter of live or die. There was no real peril. Almost certainly the young man would have passed me by. And it will always be that way.

Gambrell (1996) suggests the engaged reader is motivated, knowledgeable, strategic, and socially interactive. The engaged reader:

- Chooses to read for a variety of reasons, such as acquiring new knowledge or to learn how to perform a task.
- Uses prior knowledge to construct new meaning from text and to acquire new information from reading.
- Is strategic by utilizing strategies that will help him to decode, interpret, comprehend, monitor and regulate what he reads.
- Able to communicate with others his construction of meaning from text.

Motivational Factors

Novelty

Choice and Control

Intrinsic Rewards

Positive Learning Atmosphere

Novelty

Humans constantly seek new experiences and behaviors. Curiosity or the mere pursuit of information is an inherent way to motivate.

Habituation, the opposite of novelty, is where the brain becomes so accustomed to a stimulus that it ignores it.

Examples of habituation that would decrease the motivation of students include:

- hearing only the teacher's voice
- the same routine day after day to begin class
- tardy bells
- the same smells in a school
- advertisements that are seen over and over
- morning announcements

Choice and Control

- In order for students to feel a sense of ownership in their classroom, they must be provided with opportunities to choose.
- Choice puts the responsibility and the obligation in the student's hands.
- The student becomes the one who takes on the role of the decision maker and the teacher becomes the facilitator or guide in the process.
- Researchers (Deci & Ryan, 1985; Turner, 1995) found that when students were given opportunities to make choices in their learning, it led to increased task engagement.
- Choice has been found to be a motivating factor for writers as well as readers. (Gambrell, 1996; Graves, 1994).
- Reading books of their own choosing has been found to be a critical component in supporting a literate environment for students.
- Choice and control over learning environments produce increased social behavior and less aggressive behavior. (Minka, Cook, and Miller, 1984).

Promoting Intrinsic Rewards

The National Research Council (2000) found that social opportunities affect motivation. Learners who feel that they are contributing something to share with others appear to have high motivation. Activities such as publishing students' work or providing opportunities for projects that will impact others (mentoring or community service projects, for example) are highly motivating. If learners can see the usefulness of what they are learning, the intrinsic rewards are very strong. Children are often self-directed learners and continue through school to apply themselves in intentional learning situations. Studies show that humans have a high need to solve problems, and children will persist in learning of that nature. Furthermore, success and understanding are motivating in their own right.

“Working with practitioners and distant peers on projects with meaning beyond the school classroom is a great motivator.” (National Research Council)

Learning will be greater if:

- An atmosphere of trust has been established.
- It is clear that everyone is learning and no one is expected to be perfect.
- The group shares a common vision.
- The groups shares high expectations.
- Class members are listening and talking to one another.
- Individual successes are celebrated.
- Students are expected to question and provide feedback.

Adapted from Lyons & Pinnell. (2001).

Student Journal Prompt

Students who write daily in every subject will become more fluent, meaningful writers. Writing is also a way of making meaning, a way of knowing, or as Patricia Wolfe puts it, “nature’s way of letting us see how sloppy our thinking is.” Although many students need to discuss, listen, or draw to create meaning, most students can learn to find meaning through writing—even in Math. Students also need the opportunity to choose topics, express themselves, and research independently.

The Student Journal Prompt provides individual intrinsic rewards ranging from social to authentic.

At the beginning of the term, allow each student to choose a day during the term that he or she will be responsible for a journal prompt related to the curriculum topic. Ten–fifteen minutes twice a week at the beginning of class will usually be sufficient to give each student the opportunity to present his/her journal prompt. The student will give background information on the topic and present a “journal topic” on which the other students write for 8-10 minutes in silence.

Instructions for students:

The assignment is to choose a topic that will generate an interesting writing entry. It should be open-ended, one that has many perspectives, sometimes with no right or wrong answers. Examples of journal prompts that students could present for content area classes include:

Psychology – show a few minutes of the movie *A Beautiful Mind* and ask fellow students how schizophrenia manifests itself.

Math – create and present word problems for classmates to solve. They should write out the steps of the problem. Encourage students to confer with parents or older students to find problems that will be challenging.

English – present a poem, short story or news item. He or she could ask students to write

- What would you do if. . .
- What is your response to. . .
- Do you think it is ethical or right to. . .
- What do you think would happen if. . .
- What does this poem, event, etc. say about humanity, our society, education?

Social Studies/Science – provide timely news clips or news articles from local newspapers or news magazines and ask the class to respond.

Music, Art, P.E. – bring in samples of art, music or sports news items and ask classmates to respond.

Journal Prompt

It has been shown that sometime in middle school kids decide whether they possess intellectual ability. Before then they can't quite make up their minds about their own smartness. During high school, their opinion changes surprisingly little. Kids who think they're not too bright keep on thinking that way. Kids who have confidence in their intellectual abilities continue to believe so. These kinds of self-perceptions often become self-fulfilling prophecies. If you truly believe you have intellectual ability, you are more likely to demonstrate intellectual ability than if you think you don't have any. Solid confidence in one's own learning ability is what I like to call intellectual self-esteem. Mel Levine from *A Mind at a Time*, 2002.

Prompt: Think about a student you have now or one you have had in the past who demonstrated this theory. How did you know he either did or did not possess intellectual self-esteem? What did you do or what could you have done to alter that perception? Please write silently for three minutes. You will not have to share your writing unless you wish to do so.

Principles for Supporting Adolescents' Literacy Growth

- Adolescents deserve access to a wide variety of reading materials that they can and want to read.
- Time spent reading is related to reading success.
- Time spent reading is associated with attitudes toward additional reading.
- Time spent reading is tied to knowledge of the world.
- Reading is a worthwhile life experience.
- Adolescents deserve specific opportunities to schedule reading into their days.
- Choosing their own reading materials is important to adolescents who are seeking independence.
- Adolescents deserve support with actions such as bringing books to the classroom, arousing interest in them, orally reading selections, and fostering conversations about what is read.

Sources for Supplemental Texts

- Public Library
- Elementary School libraries
- Guest speakers from local colleges or places of business
- Web-based sources
- Teachers/students who may have expertise in the area

How to Use Supplemental Texts to Engage Students in a Unit on Insects

Books:

Oppel, K. (1997). *Silverwing*. New York, NY: Aladdin

Florian, Douglas. (1998). *InsectLoPedia*. Orlando, FL: Harcourt.

- The day before the lesson, assign a team of students to peruse the children's section of the public library (or an elementary school library) for books that relate to the topic.
- Have students who are active in drama classes and/or those who are reluctant readers to do a choral reading from the book for the class to begin the lesson. (Ask for participant volunteers to "perform" the book to the group.)
- Allow art students to create drawings of insects, spiders.
- Bring in a college textbook on the topic and reproduce a paragraph about the topic to show its relevance to higher learning.
- Bring in copies of *Discover*, *Science World*, *National Geographic*, etc. Ask for volunteers in the community to donate magazines.

How to Use Supplemental Texts for a Social Studies Lesson on the Dust Bowl

Books:

Hesse, K. (1997). *Out of the Dust*. New York, NY: Scholastic.

Sullivan, G. (1999). *Years in Photographs*. New York, NY: Scholastic.

- Ask students (either as a whole class or as volunteers) to read Karen Hesse's book *Out of the Dust* prior to the unit and choose passages that relate to the dust bowl. (Example on pages 102 and 109.)
- Ask the students' English teacher to provide novels or poetry as an interdisciplinary unit. Example is a passage from the *Grapes of Wrath*:

As John Steinbeck wrote in his 1939 novel *The Grapes of Wrath*:

“And then the dispossessed were drawn west – from Kansas, Oklahoma, Texas, New Mexico; from Nevada and Arkansas, families, tribes, dusted out, tracted out. Car-loads, caravans, homeless and hungry; twenty thousand and fifty thousand and a hundred thousand and two hundred thousand. They streamed over the mountains, hungry and restless – restless as ants, scurrying to find work to do – to lift, to push, to pull, to pick, to cut – anything, any burden to bear, for food. The kids are hungry. We got no place to live. Like ants scurrying for work, for food, and most of all for land.”

- The book *Years in Photographs* by George Sullivan is invaluable for social studies lessons. Show picture on page 30 and read caption:

“As if the Great Depression was not enough, much of the Great Plains suffered from frequent dust storms during the 1930's. In the Dakota's, Nebraska, Kansas, Oklahoma, Texas and parts of Colorado and New Mexico, torrid winds swept across parched fields, creating great clouds of dust and darkening afternoon skies. Thousands died of “dust pneumonia.” This scene depicts buried machinery on a farm near Dallas, South Dakota.
- Other supplemental resources:
 - Books from the library such as *The Dust Bowl, Men, Dirt and Depression* by Paul Bonnifield
 - web-based sources such as Voices from the Dust Bowl from the Library of Congress: <http://lcweb2.loc.gov/ammen/afctshtml/tshome.html>
 - people from the community who lived through the dust bowl

What Research Says About Independent Reading

Time provided for independent reading is a predictor of reading achievement and growth (Anderson, Wilson, and Fielding, 1988).

The Center for the Study of Reading at the University of Illinois found that independent silent reading is one of the most important activities for the reading development of students of all ages. Independent reading:

- Enhances students' reading comprehension.
- Provides background knowledge.
- Accounts for one-third or more of their vocabulary growth.
- Promotes reading as a lifelong activity.

The National Center for Education Statistics (1999) found:

- Students who read the most are the best readers.
- Independent reading time at school and home resulted in higher scores in grades 4, 8, and 12 than those students who did not have the opportunity to read independently.

Making the Reading-Text Engagement

Before reading

- Set a purpose for reading/writing.
- Build Background knowledge.
- Activate prior knowledge.
- Provide a positive environment for literacy.
- Use think-alouds and read-alouds to show students how to visualize what they are reading.
- Use prediction or anticipation guides to engage students in text.

During Reading

- Have students make predictions and confirm with the text.
- Allow students to talk about what they are reading with another student.
- Pair or group students to form questions about the text or summarize what they have read.
- Encourage readers to jot down questions on sticky notes as they read.
- Help students understand the use of print conventions, such as punctuation marks, italicized words, captions, etc.
- Encourage students to experiment with the way they are reading (skimming, slowing down, re-reading).
- Show students that reading is a pleasurable tool that can open up fascinating worlds beyond school by providing a vast, rich, storehouse of reading materials in the classroom and allowing them time for free reading.

After reading

- Include a variety of activities to demonstrate mastery of the text, such as drawing, role-playing, and panel discussions.
- Ask students what is confusing to them or what they want to know more about.
- Compare what they learned to what they predicted.
- Ask students to provide examples from the text to prove their conclusions.
- Ask students to respond to what they've read instead of answering questions about the material.

Instructional Practices and Strategic Activities to Use Before Learning

These activate prior knowledge and learning

- **Using Think Alouds**
- **Browsing Through Texts**
- **Brainstorming/Categorizing**
- **Using Graphic Organizers**
- **Posing Questions**
- **Pre-teaching vocabulary; concepts**
- **Previewing and Analyzing**
- **Using K-W-L**

Instructional Practices and Strategic Activities to Use During Learning

These enable students to learn information, self-monitor understanding, recall information and start to learn new vocabulary:

- **Visualizing**
- **Using Graphic Organizers**
- **Taking Notes**
- **Posing Questions**
- **Demonstrating Thinking Alouds**
- **Using Context Clues**
- **Identifying Confusing Parts**
- **Summarizing**
- **Retelling**
- **Rereading**
- **Inferring**
- **Making Personal Connections**

Instructional Practices and Strategic Activities to Use After Learning

These foster connections to other texts and issues and deepen students' comprehension of new material and experiences.

- **Skimming**
- **Rereading**
- **Demonstrating Think Aloud**
- **Posing Questions**
- **Making Connections to Other Texts, Self, Community and World Issues**
- **Visualizing and Using Other Sensory Responses**
- **Reflecting Through Talking, Writing, Drawing, Music, and Movement**
- **Utilizing Drama**
- **Employing Note Taking**
- **Using Graphic Organizers**
- **Inferring: Comparison/Contrast; Cause/Effect; Main Ideas**
- **Retelling**
- **Summarize**
- **Synthesizing**
- **Self-Evaluating**

Reader Attitude Profile (RAP)

- **What kinds of books do you like? Fiction/nonfiction/fantasy/biographical?**
- **What kinds of books are your least favorite?**
- **When do you read?**
- **Where do you like to read?**
- **How do you choose books to read?**
- **What is the title of the best book you have ever read?**
- **What magazines do you read?**
- **What sections of the newspaper do you read?**
- **What problems, if any, do you seem to have with textbooks?**
- **What have teachers done in the past that is successful in helping you with the textbook (or other difficult text)?**
- **How do you learn best? (reading alone, reading with a partner, listening, doing projects)**

What Research Says About the Importance of Student Accessibility to Books

The reading achievement of students from lower socioeconomic backgrounds who may not have access to lots of reading materials can be improved by providing them with accessibility to print (Krashen, 1998).

Access to books and libraries influences how much children read (Krashen, 1993; McQuillan, 1998).

A well-designed and organized classroom library is the easiest way to ensure student access (Fractor, Woodruff, Martinez, & Teale, 1993).

Allington et al., 1996; Guthrie et al., 1997; Johnston et al., 1998 found:

- Higher achieving schools had more books in classroom libraries than in lower-achieving schools;
- Schools in wealthier neighborhoods had classrooms with larger book collections than in schools in poorer neighborhoods;
- Classrooms with a larger supply of books had students who read more frequently;
- Classrooms with a larger supply of books had more students reading books they could manage successfully.

Janet Allen's Stages of Reading Engagement

- Stage I** **“Associate Pleasure and Profit with the Printed Word”**
- Stage II** **“Willing to Engage in Efforts to Enhance their Own Delight”**
- Stage III** Students begin to **“Lose Themselves in a Book”**
- Stage IV** Students read for **“Aesthetic, Psychological, and Sociological Purposes”**

Quotes

I am always ready to learn, although I do not always like being taught.

--*Winston Churchill, British statesman*

Engagement is a compelling concept, especially when trying to explain learning failure. It suggests the clutch mechanism of a car engaging the motor; the clutch connects the engine's power to the drive shaft, and this sets the car in motion. If the clutch does not engage properly, all that results is useless revving of the motor; the car does not move. Unless learners engage with the demonstrations provided by the persons or artifacts available to them, it is highly improbable that such demonstrations will set learning in motion.

from Brian Cambourne's, "Conditions for Literacy Learning"

I suggest that the only books that influence us are those for which we are ready, and which have gone a little farther down our particular path than we have yet gone ourselves.

Forster in Kelly-Gangi & Patterson, 2002

When engrossed in what he or she is reading a proficient reader scans the print effortlessly, extracting meaning and sifting thoroughly it making connections between new ideas in the text and existing knowledge, and interpreting according to her or her purposes.

Louisa Moats, 2003.

Novelty is an innate attention-getter. Our brains are programmed to pay attention to the unusual, such as a detour sign when we're driving.

Patricia Wolfe, 2001

"Emotion drives attention, and attention drives learning.

Robert Sylwester, author of A Celebration of Neurons

It is important to know the supports various books have to offer as we plan instruction for transitional readers; but unless we know our students well, the match between book and reader will never be one that moves them toward independence.

Szymusiak & Sibberson, 2001

To be engaged readers, students must recognize the value of reading and their own potential as readers and learners. There is growing consensus that engagement with reading and with learning more generally is likely to lead to greater success in school.

Gambrell, 1996

Kids not only need to read a lot, but they also need lots of books they can read right at their fingertips. They also need access to books that entice them to reading. Schools can foster wider reading by creating school and classroom collections that provide a rich and wide array of appropriate books and magazines and by providing time every day for children to actually sit and read.

Allington, 1998

Engaging Students in Text Professional Resources

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Appendix A

Florida Reading Program Specifications:

- 3.2 Effective reading instruction expends efficient use of instructional time.
- 3.4 Effective reading instruction is differentiated and applies instructional practices that are appropriate for student development in the reading process.
 - 3.4.1 Flexible grouping based on instructional needs of student.
 - 3.4.2 Prompt instructional feedback to shape learning in a timely fashion.
 - 3.4.3 Appropriate text level for instructional reading as well as independent reading.
 - 3.4.4 Extensive practice and multiple opportunities for skill building reading activities.
 - 3.4.5 Frequent monitoring of progress using appropriate assessment procedures and scaffolding instruction to accommodate learning needs.
 - 3.4.6 Instructional adjustments based on assessment of student skills and identified needs.
- 4.1.1 Instructional materials contain texts with varying reading levels to accommodate the different independent reading levels and instructional needs of individual students within a class.
- 4.2.1 Instructional materials are research-based, comprehensive in nature, and sufficient in quantity in order for teachers to differentiate instruction and meet the needs of students within a class.
 - 4.2.2 Reading materials within a classroom contain supplementary content area texts that support both the comprehensive instruction and the various instructional needs of students.
- 4.3.4 Reading instruction challenges students to read from diverse texts and content-area materials for a variety of purposes and to synthesize and learn from multiple sources.
- 4.4 An effective reading program incorporates flexible use of text to develop reading flexibility and to foster a literacy environment for all students.
 - 4.4.1 Educators expect, encourage, and provide opportunities for students to read and respond to a variety of reading material in various contexts throughout the school day.
 - 4.4.2 Educators incorporate diverse text into their comprehensive reading instruction to deliver differentiated instruction and increase student interest and experience.

Appendix B

Sunshine State Standards

Language Arts 6-8

Listening, Viewing, and Speaking

Standard 1:

LA.C.1.3 - The student uses listening strategies effectively.

1. listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.
2. selects and listens to readings of fiction, drama, nonfiction, and informational presentations
 1. according to personal preferences.
 2. acknowledges the feelings and messages sent in a conversation.
 3. uses responsive listening skills, including paraphrasing, summarizing, and asking questions
 4. for elaboration and clarification.

Writing

Standard 2:

LA.B.2.3 - The student writes to communicate ideas and information effectively.

1. writes text, notes, outlines, comments, and observations that demonstrate comprehension of
 1. content and experiences from a variety of media.
 2. organizes information using alphabetical, chronological, and numerical systems.
 3. selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.
 4. uses electronic technology including databases and software to gather information and communicate new knowledge.

Standard 3:

LA.C.3.3 - The student uses speaking strategies effectively.

1. understands how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.
2. asks questions and makes comments and observations that reflect understanding and
 1. application of content, processes, and experiences.
 2. speaks for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.

Language Arts 9-12

Reading

Standard 1

LA.A.1.4 - The student uses the reading process effectively.

1. selects and uses prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection.
2. selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

3. refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
4. applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

Writing

Standard 1

LA.B.1.4 - The student uses writing processes effectively.

1. selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlines.
2. drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
3. produces final documents that have been edited for: correct spelling; correct punctuation, including commas, colons, and common use of semicolons; correct capitalization; correct sentence formation; correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

Standard 2

LA.B.2.4 - The student writes to communicate ideas and information effectively.

1. writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
2. organizes information using appropriate systems.
3. writes fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
4. selects and uses a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

Listening, Viewing, and Speaking

Standard 1:

LA.C.1.4 - The student uses listening strategies effectively.

1. selects and uses appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.
2. describes, evaluates, and expands personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.
3. uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
4. identifies bias, prejudice, or propaganda in oral messages.

Standard 2:

LA.C.2.4 - The student uses viewing strategies effectively.

1. determines main concept and supporting details in order to analyze and evaluate nonprint media messages.
2. understands factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.

Standard 3:

LA.C.3.4 - The student uses speaking strategies effectively.

1. uses volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
2. selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.
3. uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
4. applies oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
5. develops and sustains a line of argument and provides appropriate support.