



PROFESSIONAL LEARNING GUIDE

COMMON CORE

CPR

What About the
Adolescents Who Struggle...
or Just Don't Care?



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Publisher: Lisa Luedeke
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Production Editor: Melanie Birdsall
Copy Editor: Janet Ford
Typesetter: C&M Digitals (P) Ltd.
Proofreader: Eleni-Maria Georgiou
Cover Designer: Scott Van Atta

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ISBN: 978-1-4833-5260-2

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Module 1.1

How Do We Reach Reluctant Students?

Pages 1–12

Estimated Time: 1 Hour, 5 Minutes



Prior to Meeting

- Have participants read pages 1 to 12, stopping at the section titled “Daniel’s Success: Strategies That Worked.”
- Ask participants to focus on a student with similar characteristics as Daniel. This student might exhibit one or more of the following attributes:
 - Low levels of engagement in class
 - Difficulty with reading comprehension
 - Difficulty with writing
 - Lack of motivation, or motivation driven purely by external rewards
 - Concerned parents who are nonetheless ill-equipped to help the student academically

Materials You Need for This Module

- PowerPoint slides for Chapter 1, Module 1
- Copies of **Handout 1.1** and **Handout 1.2**. Refer to the note in the introduction concerning the possibility of laminating Handout 1.2 for use throughout the sessions included in this guide

Segment One: Introduction (Approximately 15 Minutes)

1. Project the first two slides to introduce this module.
2. Project **PowerPoint Slide 3** and explain that the module focuses on this description of a college- and career-ready student.
3. Have participants turn and talk to a partner.
 - What specific words or phrases strike you as most important, challenging, or exciting in this description and why?
 - Is there anything in this description that confuses you?

- Think about the “case-study” student you previously selected for this chapter. Without describing that student in detail, discuss how closely these characteristics describe that student. What specific strengths or challenges arise from these expectations of students?

Segment Two: Self-Evaluation of the Ten Standards for Motivation and Engagement (Approximately 20 Minutes)

1. Have each participant complete **Handout 1.1**, Teacher Self-Reflection Tool.
2. Project **PowerPoint Slide 4**.
3. Break into groups of 3 to 5 and have participants share one area from the self-evaluation where they feel they are strong and one area where they would like to learn more specific strategies or general approaches.
4. Hand out laminated copies of **Handout 1.2**, Standards for Motivation and Engagement. Point out that these standards appear in Chapter 1 and inside the front cover of the book, and are the basis for the arrows throughout the book. Invite questions or comments from participants about these standards.

Segment Three: Considering Struggling Learners (Approximately 20 Minutes)

1. Ask participants to reread the list of research findings in the boxed feature on page 8 titled “Who Are Our Struggling Learners?” Introduce **PowerPoint Slide 5** as participants read.
2. Ask each participant to consider his or her case-study student based on the descriptors attributed to Daniel in this chapter. Then have participants turn and briefly describe to a partner which of the descriptors could be applied to their student.
3. Have each pair of participants review the ten Standards for Motivation and Engagement again and discuss one of the standards that they might use to help their case-study student. Ask for volunteers to share with the entire group.

Segment Four: Reaching Reluctant Students in the Classroom (Approximately 5 Minutes)

1. Project **PowerPoint Slide 6**.
2. Tell participants that their assignment before the next session is to focus on one area of the ten Standards for Motivation and Engagement. This may be an area in which a participant feels the need to grow or it may be one particularly relevant to an upcoming assignment or class activity. Ask participants to collect notes, artifacts, or their own or students’ reflections that demonstrate the implementation of the standard in their classrooms and to bring these artifacts to the next meeting.

Segment Five: Respond in Your Learning Log (Approximately 5 Minutes)

1. Project **PowerPoint Slide 7** and read aloud.
2. Ask participants to respond to the slide in their learning logs.

Handout 1.1 **Teacher Self-Reflection Tool****Implementing Standards for Engagement and Motivation**

Consider how often you include each of the following areas in your teaching and lesson planning. Then circle the appropriate answer.

	No, Never	Mostly No	Sometimes	Mostly Yes	Yes, Always
1. My students are active and involved in classroom learning (<i>active learning</i>).	1	2	3	4	5
2. I offer students a choice in what they read, write about, and learn (<i>autonomy</i>).	1	2	3	4	5
3. I help my students make connections between their learning and real-world events and ideas (<i>relevance</i>).	1	2	3	4	5
4. My students work in pairs, groups, and teams (<i>collaboration</i>).	1	2	3	4	5
5. In our class, we use technology to create, explore, and present (<i>technology use</i>).	1	2	3	4	5
6. Students in my class encounter content in a variety of ways (<i>multiple learning methods</i>).	1	2	3	4	5
7. The tasks I ask students to complete are both attainable and challenging (<i>student challenge and success</i>).	1	2	3	4	5
8. I vary instruction for students who learn at different rates and in different ways (<i>differentiation and scaffolding</i>).	1	2	3	4	5
9. My students grapple with open-ended questions and problems (<i>inquiry</i>).	1	2	3	4	5
10. My students receive timely feedback on their learning, and I assess their progress through a variety of tools and methods (<i>feedback and authentic assessment</i>).	1	2	3	4	5

Handout 1.2 **Standards for Motivation and Engagement**

Learning Goal	Standard
Active learning	Students interact with material in ways that provoke critical thinking and questioning.
Autonomy	Students' encounters with choice and opportunities for input increase their interest and create a sense of control over their own learning.
Relevance	Students form bridges and connections to content even when it may seem, at first, distant from their own lives.
Collaboration	Learning takes place in pairs and groups in which multiple participants and points of view are engaged.
Technology use	Students use technology not as a toy or distraction, but as a tool to increase learning opportunities and to increase depth of study.
Multiple learning methods	Students encounter material in a variety of ways that increase "stickiness," appeal to various learning preferences, and connect disciplines.
Challenge and success	When learning, all students feel both challenged and successful in ways that increase self-efficacy.
Differentiation and scaffolding	Instruction is individualized, builds upon prior knowledge, and is carefully structured so that each student learns deeply and at an appropriate pace for the class and material.
Inquiry	Assignments and topics promote a sense of curiosity and a love of learning through problem solving and open-ended questioning.
Feedback and authentic assessment	A variety of assessments (formative, summative, and self-directed) and a variety of timely responses (conferences, rubrics, written comments, and peer feedback) ensure that student learning capitalizes on strengths, limits or corrects weaknesses, and motivates ongoing learning.

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Module 1.2

How Do We Reach Reluctant Students?

Pages 12–25

Estimated Time: 1 Hour, 35 Minutes



Prior to Meeting

- Have participants read pages 12 to 25, beginning at the section titled “Daniel’s Success: Strategies That Worked.”
- Remind participants of their assignment from Module 1.1.

Materials You Need for This Module

- PowerPoint slides for Chapter 1, Module 2
- Chart paper and markers
- Copies of Standards for Motivation and Engagement
- Copies of **Handout 1.3** and **Handout 1.4**

Segment One: Introduction (Approximately 15 Minutes)

1. Project the first two slides to introduce this module.
2. Project **PowerPoint Slide 3** and explain that the module focuses on this description of a college- and career-ready student.
3. Have participants turn and talk to a partner. Pick one of the following phrases from this description that exemplifies your students’ greatest struggle and discuss what you do (or might do) to help them in this area:
 - “comprehend and evaluate complex texts”
 - “construct effective arguments”
 - “independently . . . discern a speaker’s key points”
 - “ask relevant questions”

- “build on others’ ideas”
 - “become self-directed learners”
4. Ask participants to share the artifacts from their classes that demonstrate implementation of one standard from the Standards for Motivation and Engagement.

Segment Two: Considering the Standards and Reluctant Students (Approximately 30 Minutes)

1. Remind participants of the purpose and content of Appendix B of the Common Core State Standards. If you wish, have participants reread the sidebar on page 2 titled “Common Core and Common Sense: What Do We Do About the Exemplar Texts?”
2. Project **PowerPoint Slide 4** and give participants **Handout 1.3**. Ask for a volunteer to read the excerpt from “Paul Revere’s Ride” aloud. Ask participants to think of a particular reluctant or struggling learner from their teaching and how they believe that student would respond to this text.
3. Place participants into ten groups. Assign each group one of the ten Standards for Motivation and Engagement. Then instruct each group to perform the following and record their answers on chart paper:
 - Use the example of a struggling learner that you taught and make a list of difficulties that he or she might have in comprehending this excerpt.
 - Consider the sample performance task (CCSS Appendix B, p. 89) that accompanies this poem. Will it help struggling learners comprehend the poem? Why or why not? Does the performance task meet the Standard for Motivation and Engagement that your group was assigned?
 - Think of another activity that might meet your assigned Standard for Motivation and Engagement. How will your selected activity help a struggling learner comprehend the poem?
4. Hang the chart paper with your group’s answers around the room and ask participants to circulate quietly and read each response. Then have them return to their seats and write down three key take-aways about how to reach reluctant students. Ask for volunteers to share one of their take-aways with the whole group. If you wish, record these responses on chart paper for everyone to see and share.

Segment Three: What Happens to Reluctant Learners? (Approximately 20 Minutes)

1. Have participants reread “Voices From the Field” on page 17. Project **PowerPoint Slide 5** with the quotation from Michelle Fine.
2. Fine relates perceptions of “smart kids” and “remedial kids” that she encountered in her research. Distribute **Handout 1.4** and have participants work in groups of 3 to 5 people to list other consequences that “remedial” or “struggling” kids might face. Remind participants that they can refer to the Standards for Motivation and Engagement for thoughts about areas of teaching that might affect this population of learners.
3. Ask for volunteers to share responses with the entire assembly. Ask the group these concluding questions:
 - How can we help students learn despite negative perceptions and the classroom expectations they engender?
 - Where in Daniel’s story do you see these perceptions playing a role?
 - Does anything about Daniel’s story offer ways to resist these perceptions?

Segment Four: Responding to Struggling Learners (Approximately 20 Minutes)

1. Project **PowerPoint Slide 6**.
2. Have participants reread the journal entry written by Daniel on page 20. Ask participants to assume they were his teacher and make notes as they read regarding the feedback they would give Daniel on this entry.
3. Have participants turn and share their thoughts about their feedback for Daniel. Then, ask them to brainstorm one or two specific strategies that might help to capitalize on Daniel's interest and engagement. What is their recommendation for Daniel's next writing assignment? Remind teachers to consult the Standards for Motivation and Engagement as they discuss these questions.
4. Ask for volunteers to share key take-aways from their discussions with partners. What does Daniel's story teach us about motivating and engaging students?

Segment Five: Responding to Struggling Learners in the Classroom (Approximately 5 Minutes)

1. Project **PowerPoint Slide 7**.
2. Ask participants to come to the next session with notes or other materials that help them recall their response in the past to a specific struggling learner after an assignment, activity, discussion, or assessment. Materials they bring might include video or audio recordings, copies of written comments, or their own notes. Tell them that the focus of discussion will be on how the response sets up the struggling learner for success on future assignments.

Segment Six: Respond in Your Learning Log (Approximately 5 minutes)

1. Project **PowerPoint Slide 8** and read it aloud.
2. Ask participants to respond to the slide in their learning logs.

Handout 1.3 **Excerpt From “Paul Revere’s Ride” by Henry Wadsworth Longfellow
(CCSS Exemplar Text for Grades 6–8)**

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, “If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,—
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country-folk to be up and to arm.”

Sample Performance Task for “Paul Revere’s Ride” from CCSS Appendix B (p. 89)

Students *compare and contrast* the effect Henry Wadsworth Longfellow’s *poem* “Paul Revere’s Ride” has on them to the effect they experience from a *multimedia* dramatization of the event presented in an interactive digital map (<http://www.paulreverehouse.org/ride>), *analyzing* the impact of different *techniques* employed that are *unique to each medium*. [Standard RL.6.7]

Standard RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

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Handout 1.4 **“Smart Kids” and “Remedial Kids”**

What Happens to “Smart Kids”	What Happens to “Remedial Kids”
<p data-bbox="391 394 597 422">Get to participate</p> <p data-bbox="407 459 581 487">Work in groups</p> <p data-bbox="391 525 607 552">Are seen as creative</p>	<p data-bbox="1029 394 1211 422">Get to memorize</p> <p data-bbox="992 459 1248 487">Are accused of cheating</p> <p data-bbox="1019 525 1221 552">Are right or wrong</p>

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Module 2.1

Why Scaffolding Complex Text Is Crucial

Pages 27–41

Estimated Time: 1 Hour, 25 Minutes



Prior to Meeting

- Have participants read pages 27 to 41, stopping at the section titled “Scaffolding: Building the Bridge.”
- Remind participants of their assignment from Chapter 1, Module 2.
- Ask participants to bring a sample text from their curriculum, either fiction or nonfiction.
- Ask participants to focus on a student similar to Kallie. This student might exhibit one or more of the following characteristics:
 - Proficient oral reading skills
 - Difficulty with comprehension, particularly with inferences, making connections, and synthesizing information
 - Ability to answer low-level comprehension questions, but difficulty with more complex questions
- Lack of motivation for school-related tasks
- Disdainful attitude toward reading

Materials You Need for This Module

- PowerPoint slides for Chapter 2, Module 1
- Chart paper on stand and markers
- Sample texts provided by participants
- Copies of **Handouts 2.1, 2.2, and 2.3**
- Copies of Standards for Motivation and Engagement
- Five index cards, each with one of the following words or terms written on it
 - Levels of meaning (literary) or purpose (informational)
 - Structure
 - Language conventionality

- Clarity
- Knowledge demands

Segment One: Introduction (Approximately 15 Minutes)

1. Project the first two slides to introduce this module.
2. Project **PowerPoint Slide 3** and explain that the module focuses on these characteristics of a college- and career-ready student.
3. Have participants turn to a partner and take turns reading aloud, one sentence at a time, the description on **PowerPoint Slide 3** stopping after every sentence to discuss how their case-study student might respond to each highlighted activity.

Segment Two: What Is Text Complexity? (Approximately 45 Minutes)

1. Ask participants to turn and talk about factors that might make a text complex for them as readers. Ask for volunteers to share with the whole group, noting responses on chart paper.
2. Ask participants to turn and talk about what might make text complex for their case-study student. Ask for volunteers to share with the whole group, noting responses on chart paper.
3. Place charts on the wall for the remainder of the session.
4. Project **PowerPoint Slide 4** and read aloud.
5. Divide participants into five groups. Give each group a different index card containing one element from the list below. Provide **Handout 2.1**, Qualitative Measures of Text Complexity. Ask participants to silently read the description of their term from the handout and discuss briefly. Then, using the texts they brought find an example of their term, if possible. Offer chart paper and a marker if needed.
 - Levels of meaning (literary) or purpose (informational)
 - Structure
 - Language conventionality
 - Clarity
 - Knowledge demands
6. Have each group explain their assigned term and provide the example from their text, if possible.
7. Project **PowerPoint Slide 5** and read aloud.
8. Ask participants to share with their tablemates the quantitative dimensions used at their school as well as how (or if) these evaluations are used by teachers.
9. Project **PowerPoint Slide 6** and read aloud.
10. Divide participants into five groups. Project **PowerPoint Slide 7** and give each group one of the questions on the slide to discuss.

Segment Three: Evaluating Text Complexity (Approximately 15 Minutes)

1. Project **PowerPoint Slide 8**.
2. Ask participants to evaluate the complexity of the text they brought using the handout that corresponds to their text—fiction (**Handout 2.2**) or nonfiction (**Handout 2.3**). Encourage participants to work with a partner if they share similar disciplines, grade levels, or students.

Note: The purpose of this activity is not to place a “text complexity score” on the text, but to encourage discussion about the features of the text that may make it more or less complex.

3. If time permits, have participants share their findings.

Segment Four: Exploring Reading Abilities in the Classroom (Approximately 5 Minutes)

1. Project **PowerPoint Slide 9**.
2. Ask participants to read the shaded box on page 30 titled “How to Informally Evaluate Your Students’ Reading Abilities” and choose one evaluation to complete with their case-study student before the next meeting. Refer participants to the “Student Reading Survey” on page 29 as an example. Suggest that they provide the survey to all of their students.

Segment Five: Reflection (Approximately 5 Minutes)

1. Project **PowerPoint Slide 10** and read aloud.
2. Ask participants to respond to the slide in their learning logs.

Handout 2.1 Qualitative Measures of Text Complexity

Appendix A, Common Core State Standards**Levels of Meaning (literary texts) or Purpose (informational texts)**

Literary texts with a single level of meaning tend to be easier to read than literary texts with multiple levels of meaning (such as satires, in which the author's literal message is intentionally at odds with his or her underlying message). Similarly, informational texts with an explicitly stated purpose are generally easier to comprehend than informational texts with an implicit, hidden, or obscure purpose.

Structure

Texts of low complexity tend to have simple, well-marked, and conventional structures, whereas texts of high complexity tend to have complex, implicit, and (particularly in literary texts) unconventional structures. Simple literary texts tend to relate events in chronological order, while complex literary texts make more frequent use of flashbacks, flash-forwards, and other manipulations of time and sequence. Simple informational texts are likely not to deviate from the conventions of common genres and subgenres, while complex informational texts are more likely to conform to the norms and conventions of a specific discipline. Graphics tend to be simple and either unnecessary or merely supplementary to the meaning of texts of low complexity, whereas texts of high complexity tend to have similarly complex graphics, graphics whose interpretation is essential to understanding the text, and graphics that provide an independent source of information within a text. (Note that many books for the youngest students rely heavily on graphics to convey meaning and are an exception to the above generalization.)

Language Conventinality and Clarity

Texts that rely on literal, clear, contemporary, and conversational language tend to be easier to read than texts that rely on figurative, ironic, ambiguous, purposefully misleading, archaic or otherwise unfamiliar language or on general academic and domain-specific vocabulary.

Knowledge Demands

Texts that make few assumptions about the extent of readers' life experiences and the depth of their cultural/literary and content/discipline knowledge are generally less complex than are texts that make many assumptions in one or more of those areas.

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Handout 2.2 Text Complexity in Fiction

Levels of Meaning

- Does the text have simple language that is complicated by levels of meaning that may be hidden or inferred?

Language

- Does the text use language that may be difficult to understand, such as ambiguous, figurative, or archaic language?

Point of View

- Is the narrator unclear, unreliable, or untrustworthy, thus confusing the reader or forcing him to make sophisticated inferences beyond the obvious?
- Does the point of view change unexpectedly?

Plot Structure

- Is the plot written through flashbacks or other structures instead of in a chronological approach?

Characters

- Are the characters constantly changing?
- Is there some tension between what is on the surface and what must be inferred about a particular character, or is there too little detail for readers to come to know characters well?

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Handout 2.3 **Text Complexity in Informational Text**

Language

- Does the text contain so much academic vocabulary that students are unable to comprehend what they are reading?
- Is the text inconsiderate—that is, does it fail to support the reader’s comprehension through clear sentence structure, a logical flow of ideas, and a sufficient explanation of key vocabulary?

Conceptual Density

- Are there so many ideas in the text that they are difficult to synthesize?
- Are the ideas seemingly unconnected or stacked on each other without adequate explanation?

Prior Knowledge

- Are the concepts or ideas beyond the knowledge base of the reader?

Unity

- Does the text include so many irrelevant details that it is difficult for the reader to sort out what’s important?

Structure

- Is the arrangement of ideas in the text unclear or random, making it difficult for readers to grasp a content thread?
- Are there few signal words to alert readers to organizational changes?

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Module 2.2

Why Scaffolding Complex Text Is Crucial

Pages 41–64

Estimated Time: 1 Hour, 10 Minutes



Prior to Meeting

- Have participants read pages 41 to 64, beginning at the section titled “Scaffolding, Building the Bridge.”
- Remind participants of their assignment from Chapter 2, Module 1.

Materials You Need for This Module

- PowerPoint slides for Chapter 2, Module 2
- A variety of picture books, at least one per participant

Note: Elementary school librarians as well as librarians from the public library will probably loan you picture books for this module. Be certain to specify that you are looking for picture books for older readers. You may wish to provide the librarian with the list of books provided on pages 46 and 47 listed for scaffolding the teaching of theme. See **Handout 2.4** for an extended list of picture books related to various content areas.

- Copies of Standards for Motivation and Engagement
- Chart paper and markers
- Copies of **Handouts 2.4, 2.5, and 2.6**

Segment One: Introduction (Approximately 10 Minutes)

1. Project the first two slides to introduce this module.
2. Project **PowerPoint Slide 3** and explain that the module focuses on these characteristics of a college and career-ready student.
3. Have participants turn and talk to a partner:
 - How does literacy across the disciplines need to change in order to accomplish the goals set forth in this description?

- What does it mean for a student to “become proficient” in your content area?

Segment Two: Interpreting an Informal Evaluation (Approximately 10 Minutes)

1. Project **PowerPoint Slide 4**.
2. In groups of 3, ask participants to discuss how they informally evaluated their case-study student’s reading abilities (assignment from Chapter 2, Module 1) by answering the questions on **PowerPoint Slide 4**.

Segment Three: Exploring the Practice of Scaffolding (Approximately 20 Minutes)

1. Project **PowerPoint Slide 5** and read aloud.
2. Ask participants to turn and talk about how this quote relates to the emphasis placed by CCSS on having students read “challenging text.”
3. Ask for volunteers to share with the entire group.
4. Project **PowerPoint Slide 6**, and point out that scaffolding can help students meet the demands of challenging text.
5. Project **PowerPoint Slide 7**.
6. Ask participants to turn and talk about a text they use in their curriculum that requires scaffolding techniques, such as the ones Hogan and Pressley recommend.
7. Point out that Lent and Gilmore use a bridge as a metaphor for scaffolding in their book. In small groups have participants create a different metaphor for scaffolding. If needed, offer chart paper and markers. Have each group share with the entire group.
8. Post charts for the remainder of the session.

Segment Four: Scaffolding With Picture Books (Approximately 25 Minutes)

1. Project **PowerPoint Slide 8**.
2. Arrange participants in groups of 4 according to discipline and/or grade levels.
3. Based on grade level or discipline, provide one picture book per participant and place an extra book in the center of the table. Ask participants to write the title of the book in the first space of **Handout 2.4**, Picture Book Pass.

Rules for Book Pass

- Ask participants to leave the books closed until you give the signal to begin.
- When you say “go,” participants will have 2 to 3 minutes to peruse the picture book and make a brief note about it in the second column of **Handout 2.4**.
- When you say “pass,” participants pass their book to the person on the right. (Note: They may exchange their book for the one in the center of the table if they like.) Have them write the name of the “new” book on their handout, peruse the book for a few minutes and make a note about it. They again pass that book when you say “Pass.”
- Repeat the process until everyone has a chance to examine the four books.

4. Ask participants to work with a partner and choose one book that they could use to scaffold a skill, such as creating a summary, finding theme, understanding inference, determining importance or building background. If necessary, have participants refer to page 48 titled “How to Replicate Ms. Hart’s Lesson.”
5. Ask one set of partners to share how they would use the book to teach a particular skill with another set of partners.
6. If time allows, ask for volunteers to share with the entire group.
7. Pass out **Handout 2.5**, Picture Books for Scaffolding Complex Text in Content Areas for future reference.

Segment Five: Scaffolding Challenging Text (Approximately 15 Minutes)

1. Project **PowerPoint Slide 9** (a duplicate of **PowerPoint Slide 3**) and remind participants that this description is the focus for Chapter 2.
2. Ask participants to read “How to Replicate This Lesson” on page 57 and evaluate it in terms of the goals described in **PowerPoint Slide 9**. Allow time for small group or partner talk.
3. Place participants in small groups of teachers from similar disciplines.
4. Ask participants to share an example of complex text from their discipline that might require scaffolding for their case-study student (or all students).
5. Project **PowerPoint Slide 10** and ask them to engage in a discussion using the questions as prompts.

Segment Six: Scaffolding in the Classroom (Approximately 5 Minutes)

1. Project **PowerPoint Slide 11**.
2. Provide **Handout 2.6**, Practices That Support Scaffolding and Learning.
3. Ask participants to choose one practice from the handout to incorporate into a lesson before the next session. They should keep notes about what worked or didn’t work and bring their observations to the next session.

Segment Seven: Respond in Your Learning Log (Approximately 5 Minutes)

1. Project **PowerPoint Slide 12** and read aloud.
2. Ask participants to respond to the slide in their learning logs.

Handout 2.4 **Picture Book Pass**

Title/Author	Notes Regarding Use of Book in Your Curriculum

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Handout 2.5 **Picture Books for Scaffolding Complex Text in Content Areas**

Social Studies and/or English

- *The Dragon New Year: A Chinese Legend* by David Bouchard
- *George vs. George: The American Revolution as Seen from Both Sides* by Rosalyn Schanzer
- *Harlem* by Walter Dean Myers
- *A Hero and the Holocaust: The Story of Janusz and his Children* by David A. Adler
- *I Want to Be Free* by Joseph Slate
- *Joan of Arc: Heroine of France* by Ann Tompert
- *Malcolm X: A Fire Burning Brightly* by Walter Dean Myers and Leonard Jenkins
- *Marching With Aunt Susan: Susan B. Anthony and the Fight for Women’s Suffrage* by Claire Rudolph Murphy
- *Martin’s Big Words* by Doreen Rappaport
- *Persephone* by Sally Pomme Clayton
- *River of Dreams: The Story of the Hudson River* by Hudson Talbott
- *Rosa* by Nikki Giovanni
- *The Yellow Star: The Legend of King Christian X of Denmark* by Carmen Deedy
- *The Wall* by Eve Bunting

English

- *A Midsummer Night’s Dream* retold by Bruce Coville
- *River of Words: The Story of William Carlos Williams* by Jen Bryant and Melissa Sweet
- *The Three Questions*, based on a story by Leo Tolstoy by Jon Muth
- *To Go Singing Through the World: The Childhood of Pablo Neruda* by Deborah Kogan Ray
- *Walt Whitman: Words for America* by Barbara Kerley
- *Why War is Never a Good Idea* by Alice Walker
- *Zen Shorts* by Jon Muth

Science

- *The Flower Hunter: William Bartram, First American Naturalist* by Deborah Kogan Ray
- *Insect-Lo-Pedia: Young Naturalist’s Handbook* by Matthew Reinhart
- *Manfish: A Story of Jacques Cousteau* by Jennifer Berne
- *Starry Messenger: Galileo Galilei* by Peter Sis
- *Seaclocks: The Story of Longitude* by Louise Borden

Art and/or Music

- *A Band of Angels: A Story Inspired by the Jubilee Singers* by Deborah Hopkinson
- *Fireflies in the Dark: The Story of Friedl Dicker-Brandeis and the Children of Terezin* by Susan Goldman Rubin
- *Frida* by Jonah Winter
- *John's Secret Dream: The John Lennon Story* by Doreen Rappaport
- *Seurat and La Grand Jatte: Connecting the Dots* by Robert Burleigh

Math

- *For Good Measure: The Ways We Say How Much, How Far, How Heavy, How Big, How Old* by Ken Robbins

P.E.

- *Champions on the Bench* by Carole Boston Weatherford
- *Twelve Rounds of Glory: The Story of Muhammad Ali* by Charles R. Smith, Jr.

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Handout 2.6 **Practices That Support Scaffolding and Learning**

1. Use formative assessments. The purpose of any assessment is to uncover the learner's strengths and inform the teacher of deficits in student understandings or skills—as well as reveal the effectiveness of instruction. Formative assessments may include
 - observing students;
 - sitting in on small group discussions;
 - asking students to explain their thinking; and
 - utilizing mini-conferences.
2. Offer regular, nonthreatening feedback, such as
 - making specific comments throughout the process regarding students' work;
 - focusing on two or three areas of particular need;
 - addressing major needs first—minor errors last;
 - connecting feedback to student learning goals; and
 - pointing out specific revision tasks.
3. Read aloud books, articles, and other texts in your content area regularly. Hints for creating engaging read-alouds are listed below.
 - Tell students your purpose in reading the text. Why did you choose the piece? What do you want students to gain from it?
 - Don't feel you need to read an entire article; pertinent passages may be enough to capture students' interest, provide additional information, or show how experts in the field approach text.
 - Offer printed text, if available, and have students follow along as you read.
 - As a proficient reader, demonstrate to students how you approach challenging text or unlock unfamiliar vocabulary.
 - Don't quiz students after a read-aloud, although you may want to ask them to respond to the content orally, in writing, or with a partner.
 - Find a great young adult novel related to your content and read a few pages before the end of class each day to show students the entire pleasure in reading.
4. Build background knowledge prior to reading. Differentiate instruction by offering more background to those students who need more help.

Module 3.1

How Do We Engage *All* Students in Reading and Writing?

Pages 65–86

Estimated Time: 1 Hour, 25 Minutes



Prior to Meeting

- Have participants read pages 65 to 86.
- Ask participants to focus on a student similar to Lorenzo. This student might exhibit one or more of these characteristics:
 - Chronic inattention and a need to move around
 - Behavioral issues
 - A lack of academic support at home
 - Possible learning disabilities, especially in areas involving reading

Materials You Need for This Module

- PowerPoint slides for Chapter 3, Module 1
- Chart paper
- A copy of the ten Common Core Standards for Reading Informational Text for a certain grade level (if participants represent multiple grade levels, consider using the Grade 8 or Grade 9–10 standards).
- Copies of Standards for Motivation and Engagement
- Copies of **Handout 3.1**

Segment One: Introduction (Approximately 10 Minutes)

1. Project the first two slides to introduce this module.
2. Project **PowerPoint Slide 3** and explain that this module focuses on these characteristics of a college- and career-ready student.

3. Have participants turn and talk to a partner.
 - Working in pairs, come up with a brief example of what the terms “audience,” “task,” “purpose,” and “discipline” might mean to a student writer or what they might require of a student writer. How is each of these terms reflected in the writing assignments our students complete?
 - For this chapter, which of these four areas might present the greatest challenge to the student selected for your case study? Why?

Segment Two: Considering Informational Text (Approximately 25 Minutes)

1. Project **PowerPoint Slide 4**. Have participants work in groups (ideally, a number of groups divisible by 5 or 10). Using their copies of *Common Core CPR*, have participants list organizational and structural elements of informational text that a reader needs to understand in order to make sense of Chapter 3. If participants need guidance in this process, point out the elements on the first page of the chapter (page 65), including the chapter title and the quotation from the CCSS introduction. Participants may also include other features of the book, such as the table of contents and the index.

Note: The list of elements of informational text offered on page 74 of this chapter provides participants with some of these elements. However, this chapter also contains elements not included in that list.

2. Distribute the Common Core Standards for Reading Informational Text for one grade level to participants. Assign each group one or two of these standards. Then ask the group to discuss how their students would perform on that standard if they were assigned to read or analyze Chapter 3 of *Common Core CPR*. What particular obstacles might struggling or disengaged readers face in performing the tasks required to meet that standard.
3. Using chart paper, have each group make a list of the kinds of informational text students encounter each day in their schools. After brainstorming, have the group discuss which of these texts might present the most challenge to students. Again, have the groups apply their assigned standard to the texts students encounter daily. What particular obstacles might students face in meeting that standard?
4. Ask for one volunteer from each group to share that group’s standard and report on one observation the group made about helping students to meet the standard.

Segment Three: Creating the No-Escape Classroom, Part I (Approximately 20 Minutes)

1. Pages 78 and 79 contain the book list for this chapter, Books for Teaching Informational Text. Using this list, a list from another chapter, or a list of your own creation, conduct a virtual book flood. Project slides of the covers of the books and describe each in thirty seconds or less (use **PowerPoint Slides 5–12** for this book flood if you wish). During the flood, have participants note the titles of any two books that interest them.
2. In groups of 3 to 5, have participants share the two titles they wrote down and discuss why those books interest them. Then have each participant in each group share another book—one not on the list—in the category of Informational Text (or whatever category you are using).
3. Take comments from the group as a whole in response to these questions:
 - What difference does it make when students are exposed to a wide variety of texts in this manner, even if they will never read them all?

- Is there a difference between your reaction to hearing about books in the book flood and hearing recommendations from your peers? If so, what is the difference? How does it affect your desire to read a selection?
- How often do students in your class or school experience this sort of focused discussion of a variety of high-interest texts? Should they experience it more? How might it change their reading practices and the culture of reading in your class or school?

Segment Three: Creating the No-Escape Classroom, Part II (Approximately 20 Minutes)

1. Have participants complete the self-evaluation survey (**Handout 3.1**).
2. In groups of 3 to 5, have each participant pick one item on the list to discuss. Why is this item important to encouraging student reading? What obstacles do teachers face in this area and how can they overcome those obstacles?
3. Have participants look over the list of key elements of a reading culture that begins at the bottom of page 76 and ends on page 83. Take comments from the whole group in response to these questions:
 - Is there one element from this list or the self-evaluation survey that you could put into practice immediately? Which one? What resources will you need?
 - Are there any other aspects of a culture of reading that are not covered here that you can practice in your classroom or can imagine practicing?
4. Project **PowerPoint Slide 13**, which includes Anchor Standard 10 for Reading Literature.
5. Ask for volunteers to share observations about the relationship between this standard and a “no-escape” culture of reading in a school.

Segment Four: Engaging Students in Reading in the Classroom (Approximately 5 Minutes)

1. Project **PowerPoint Slide 14**.
2. Tell participants that their assignment before the next session is to focus on one area of the ten items on the self-evaluation. Ask participants to bring notes to the next meeting about the implementation or use in their own classrooms of the element of a “no-escape” culture selected.

Segment Five: Respond in Your Learning Log (Approximately 5 Minutes)

1. Project **PowerPoint Slide 15** and read aloud.
2. Ask participants to respond to the slide in their learning logs.

Handout 3.1 **Self-Evaluation Survey**

Mark one box beside each of the ten comments below.

How often do I . . . ?	Rarely or Never	Sometimes	Frequently
1. Use mentor texts to illustrate points about grammar, writing, or style.			
2. Add books to my classroom library that are of interest to the students I teach.			
3. Model reading for students by talking about and posting titles of the books I read.			
4. Read the texts my students like to read.			
5. Give book talks to my classes.			
6. Ask a student in my class to give a book talk for others when he or she has finished a book.			
7. Have students in my classes communicate with others about their reading through literature circles, discussions, or online resources.			
8. Encourage students to read in a variety of genres.			
9. Expose students to authors' voices in person or online.			
10. Allow the students I teach to choose their own reading.			

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Module 3.2

How Do We Engage *All* Students in Reading and Writing?

Pages 87–102

Estimated Time: 1 Hour, 30 Minutes



Prior to Meeting

- Have participants read pages 87 to 102, beginning with the section titled “Audience and Purpose in Writing.”
- Ask participants to focus on a student similar to Vanessa. This student may exhibit one or more of the following characteristics:
 - A tendency to approach writing as a chore
 - Difficulty with logical constructions in writing
 - A (mild) desire to improve, but no understanding of how to achieve improvement
 - A pattern of attempts at success in academics that resulted in few triumphs

Materials You Need for This Module

- PowerPoint slides for Chapter 3, Module 2
- Chart paper and markers
- Drawing and writing materials for each participant (markers, pens, pencils, blank paper, lined paper)
- Copies of Standards for Motivation and Engagement

Segment One: Introduction (Approximately 10 Minutes)

1. Project the first two slides to introduce the module.
2. Project **PowerPoint Slides 3 and 4** and explain that the sentence on **PowerPoint Slide 4** is the last sentence of the third descriptor of college- and career-ready students in the introduction to the CCSS.
3. Have participants turn and talk to a neighbor regarding the following questions.

- Why do you think the authors, Lent and Gilmore, chose to leave this sentence out of the description at the start of Chapter 3?
- Why is this statement important for English/Language Arts teachers to consider?

Segment Two: Engaging Students in Writing (Approximately 20 Minutes)

1. Remind participants that Vanessa's lack of engagement in writing came partly because she approached writing as something she had to do for a grade, not as a chance to express her own voice. Ask participants to consider the case-study students they selected and to think about whether the obstacles they face are similar to or different from Vanessa's difficulty in establishing voice in writing.
2. Project **PowerPoint Slide 5**.
3. Have participants reread the paragraph Vanessa wrote on page 89. Then have participants work in groups of 2 to 4 to generate ideas—other than the one presented in the book—for helping Vanessa improve voice in her writing. If they get stuck, invite them to revisit the ideas listed on pages 92 and 93.
4. Ask each small group to present one teaching idea to the entire group. List these ideas on chart paper as they are presented. When all groups have presented, ask participants to point out what the ideas have in common and to share observations about teaching voice and helping students to develop concern for what they write.

Segment Three: Mr. Hall's Narrative Writing Assignment (Approximately 30 Minutes)

1. Have participants reread the bottom paragraph of page 90 and the text below the sidebar on page 91. Then invite participants to try Mr. Hall's idea out themselves. Ask each participant to sketch a quick map of a neighborhood, building, or house they lived in as a child. Invite them to include the following information on the map in whatever visual way they wish:
 - An object taller than they were as a child
 - A place where they were physically (or emotionally) hurt
 - A place or object they associate primarily with another person
 - Something or somewhere they weren't allowed to get near or had to be careful about
 - A place or object associated with strong, positive feelings
2. Project **PowerPoint Slide 6**.
3. Ask each participant to choose just one object or specific location from the map and describe it in a letter to a relative or childhood friend. Remind them that this is a fast-write and that they do not need to have perfect grammar or style; rather, they should get their ideas down as quickly as possible. Allow at least 5 to 10 minutes for this writing activity.
4. Have participants turn and share their letter with a partner. If they do wish to read their writing aloud, participants may paraphrase what they wrote.
5. Ask volunteers from the group to answer the following questions:
 - In what ways does this activity promote voice in writing? Did you find yourself adopting a particular voice as you wrote?
 - How could you expand, modify, or add to this writing assignment to keep students generating new ideas for narrative?
 - Which of the Standards for Motivation and Engagement are covered in this assignment and how?

Segment Four: The Importance of Audience (Approximately 20 Minutes)

1. Project the prompt on **PowerPoint Slide 7**.
2. Allow three minutes for each participant to write one or two sentences in response to this prompt.
3. Tell the participants that you wish to assemble a “reading panel” of 4 to 5 people who we might imagine fitting various stereotypes: the judgmental English teacher, a student, a grandmother, etc. Choose or ask participants to help you choose other participants who can embody these stereotypes (a little acting can go a long way here). Line these 4 to 5 participants up in front of the whole group.
4. Ask the seated participants to revisit their 1 to 2 sentence answers to the prompt keeping each stereotyped reader in mind. Invite them to make any changes or alterations based on the idea of reading their responses to one specific person on the panel. Give them 3 to 4 minutes to work.
5. Ask for a volunteer who rewrote his or her sentences for different members of the panel to read for the group. You might invite the participant to stand and face each member of the panel (encourage the panel members to act their parts) as he or she reads.
6. Ask for volunteers to share their reactions to this exercise with the group. Use these questions to prompt responses:
 - How can visualizing or seeing a specific audience change the way students approach their writing?
 - How could an extension of this exercise help students with academic writing?

Segment Five: Voice and Audience in the Classroom (Approximately 5 Minutes)

1. Project **PowerPoint Slide 8**.
2. Tell participants that their assignment for the next session is to try out one idea from the how-to lists on pages 92 and 93 (for voice) or 94 to 99 (for audience) in their own classrooms. Ask them to come to the next session prepared to discuss this element of their teaching.

Segment Six: Respond in Your Learning Log (Approximately 5 Minutes)

1. Project **PowerPoint Slide 9** and read it aloud.
2. Ask participants to respond to the slide in their writing logs.

Module 4.1

How to Go Deeper Creating Analytical Thinkers

Pages 103–122

Estimated Time: 1 Hour, 35 Minutes



Prior to Meeting

- Have participants read pages 103 to 122, stopping at the section titled “A Critical Look at Close Reading.”
- Remind participants of their assignment from Chapter 3, Module 2.
- Ask participants to focus on an aliterate student similar to Gerome or Darius. This student might exhibit one or more of the following characteristics:
 - Average or above-average reading or writing ability
 - Lack of motivation for classroom tasks
 - Out-of-school interests at which he or she excels
 - Lack of involvement in school-related activities
 - Difficulty with authority

Materials You Need for This Module

- PowerPoint slides for Chapter 4, Module 1
- Chart paper on stand and markers
- Copies of Standards for Motivation and Engagement
- Copies of **Handout 4.1** printed from http://www.slate.com/blogs/browbeat/2013/07/17/boston_bomber_rolling_stone_cover_with_dzokhar_tsarnaev_is_good_journalism.html
- Copies of **Handout 4.2** printed from <http://www.foxnews.com/entertainment/2013/07/18/retailers-rock-stars-rip-rolling-stone-boston-bomber-cover>
- Copies of **Handout 4.3**

Segment One: Introduction (Approximately 15 Minutes)

1. Project the first two slides to introduce the module.
2. Project **PowerPoint Slide 3** and explain that the module focuses on these characteristics of a college- and career-ready student.
3. Have participants turn and talk to a partner:
 - Which characteristics from the description does your case-study student exhibit?
 - What might your case-study student say about his or her own ability to be engaged, open-minded, discerning, diligent, or questioning?
4. Place participants in small groups and have them share their assignments from Chapter 3, Module 2. Ask them to specifically discuss how attending to voice and audience improved their students' writing.

Segment Two: Exploring Aliteracy (Approximately 15 Minutes)

1. Project **PowerPoint Slide 4** and read aloud.
2. Lead the entire group in a discussion regarding the characteristics of “aliterate” students using the following as prompts:
 - Why would a student choose not to read?
 - In what ways can aliteracy present a bigger challenge to teachers than illiteracy?
 - What characteristics or behaviors have you noticed in your case-study student that make learning difficult for him or her?
3. Have participants read over the Standards for Motivation and Engagement. Ask them to turn and talk to a partner about which standards Ms. Hodges used to engage her aliterate students, Gerome and Darius. If necessary, refer participants to pages 108 and 109.
4. Ask for volunteers to share talking points from the discussions.
5. If the talking points didn't mention it, point out that differentiated instruction and challenge engaged Gerome and Darius.

Segment Three: Using Critical Literacy to Dig Deeper (Approximately 40 Minutes)

1. Place participants in small groups. Based on their reading in Chapter 4, ask them to come up with a definition of critical literacy to share with the entire group. Provide chart paper and markers if needed.
2. Project **PowerPoint Slides 5–9** and read each aloud, pausing after each slide to ask for comments or questions. Tell participants that these understandings come from the McLaughlin and DeVogd resource titled *Critical Literacy: Enhancing Students' Comprehension of Text*, 2004.
3. Give approximately half the participants **Handout 4.1**, an article titled “Rolling Stone's Boston Bomber Cover Is Brilliant” (print copies from http://www.slate.com/blogs/browbeat/2013/07/17/boston_bomber_rolling_stone_cover_with_dzokhar_tsarnaev_is_good_journalism.html) and give the other half **Handout 4.2**, another article titled “Retailers, Rock Stars Rip Rolling Stone's Boston Bomber Cover” (print copies from <http://www.foxnews.com/entertainment/2013/07/18/retailers-rock-stars-rip-rolling-stone-boston-bomber-cover>). Ask everyone to silently read the distributed handouts.

4. Place participants in small groups determined by their identical handout.
5. Project **PowerPoint Slide 10** and ask participants to discuss the questions (taken from “Group Evaluation of a News Article,” page 107) with their group members. A recorder should write their answers on chart paper, which you pass out as they are reading.
6. Ask small groups to share their charts with the entire group. Allow the groups with Handout 4.1 to go first.
7. Discuss how reading this article through a critical literacy lens can create more independent, discerning readers than when they simply read for comprehension.

Segment Four: Proficient Readers vs. Discerning Readers (Approximately 15 Minutes)

1. Ask participants to stay in their small groups.
2. Project **PowerPoint Slide 11**.
3. Pass out **Handout 4.3**, Proficient Readers vs. Discerning Readers. Ask them to differentiate between the two terms by listing characteristics of proficient readers and characteristics of discerning readers in the appropriate columns.
4. Have participants share with the entire group as you create a similar T-chart on large paper and record their responses. Save the chart to display in future sessions.

Segment Five: Critical Literacy in the Classroom (Approximately 5 Minutes)

1. Project **PowerPoint Slide 12**.
2. Tell participants that their “assignment” is to find an engaging (perhaps controversial) news article to use with students. They may choose to have students complete the group evaluation of a news article (find on page 107) or engage in a Socratic Circle (example on pages 120–122). Ask teachers to keep notes about the engagement levels of their students, taking particular note of the behaviors of those who are typically aliterate.

Segment Six: Respond in Your Learning Log (Approximately 5 Minutes)

1. Project **PowerPoint Slide 13** and read aloud.
2. Ask participants to respond to the slide in their writing logs.

Handout 4.3 **Proficient Readers vs. Discerning Readers**

Characteristics of Proficient Readers	Characteristics of Discerning Readers

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Module 4.2

How to Go Deeper Creating Analytical Thinkers

Pages 122–134

Estimated Time: 1 Hour, 15 Minutes



Prior to Meeting

- Have participants read pages 122 to 134, beginning with the section titled “A Critical Look at Close Reading.”
- Remind participants of their assignment from Chapter 4, Module 1.
- Ask participants to bring a passage, article, poem, or other short text related to their content that a student (or adult) may have difficulty comprehending.

Materials You Need for This Module

- PowerPoint slides for Chapter 4, Module 2
- Chart Paper on stand and markers
- Copies of Standards for Motivation and Engagement
- Copies of **Handout 4.4** printed from <http://encyclopedia2.thefreedictionary.com/Quarks>

Segment One: Introduction (Approximately 15 Minutes)

1. Project the first two slides to introduce the module.
2. Project **PowerPoint Slide 3** and remind participants that the module focuses on these characteristics of a college- and career-ready student.
3. Have participants turn and talk about the lesson they used in their class from Chapter 4, Module 1. Ask them to talk about the ways in which the lesson supported this description.
4. Ask for volunteers to share with the entire group.

Segment Two: Exploring Close Reading (Approximately 25 Minutes)

1. Provide participants with **Handout 4.4**, “A Simple Definition of Quarks” (print copies from <http://encyclopedia2.thefreedictionary.com/Quarks>).

2. Ask them to “closely” read the handout and jot down strategies they used as they attempted to make sense of the text.
3. When everyone has finished reading (or given up), ask volunteers to share the strategies or practices they utilized to comprehend the text. Write their responses on chart paper under the heading “Close Reading Strategies.”
4. Project **PowerPoint Slide 4** and read aloud.
5. Ask participants how the group’s list of close reading strategies compares to Beers & Probst’s practices for close reading.
6. As the discussion continues, add any other strategies or practices to the chart and then display the chart for the remainder of the session.

Segment Three: Using Close Reading to Untangle Text (Approximately 25 Minutes)

1. Refer participants to Ms. Garcia’s lesson on *Rosa Parks: My Story* (pages 128, 130, 132, and 133). Allow time for rereading if necessary.
2. Place participants in small groups and have them discuss the lesson using the prompts on **PowerPoint Slide 5**.
3. Ask one volunteer from each group to share major talking points.
4. Point out that collaborative activities often take repeated attempts, with the teacher tweaking the process as she determines what works and what doesn’t. You may also wish to remind participants that collaborative activities work differently with different groups of students or classes.
5. Ask participants to join with a partner and exchange the passages that they brought with them for this session.
6. Project **PowerPoint Slide 6** and ask participants to follow the directions.
7. Ask volunteers to share their experience with the entire group.

Segment Four: Close Reading in the Classroom (Approximately 5 Minutes)

1. Project **PowerPoint Slide 7**.
2. Ask participants to adapt the activity they did with a partner and use it in their own classroom with an appropriate text. Refer to “How to Replicate Ms. Garcia’s Lesson on Close Reading” on page 134 if necessary. They should video record or write down student comments during the activity and come prepared to share with others during the next session.

Segment Five: Respond in Your Learning Log (Approximately 5 Minutes)

1. Project **PowerPoint Slide 8** and read aloud.
2. Ask participants to respond to the slide in their learning logs.

Module 5.1

Why Evidence Matters

From Text to Talk to Argument

Pages 135–153

Estimated Time: 1 Hour, 15 Minutes



Prior to Meeting

- Have participants read pages 135 to 153, stopping at the section titled “Problem- and Project-Based Learning: *Using Evidence.*”
- Remind participants of their assignment from Chapter 4, Module 2.
- Ask participants to focus on a case-study student similar to Dana (described on page 151). This student might exhibit one or more of the following characteristics:
 - Low self-efficacy (our belief in our ability to succeed in certain situations) regarding literacy tasks
 - Discomfort with speaking out in class
 - Difficulty with comprehension
 - Low self-confidence when interacting with peers
- Find the website www.paideia.org and post the website address for participants’ use.

Materials You Need for This Module

- PowerPoint slides for Chapter 5, Module 1
- Copies of Standards for Motivation and Engagement
- Copies of **Handouts 5.1 and 5.2**
- Internet access, if available

Segment One: Introduction (Approximately 20 Minutes)

1. Project the first two slides to introduce this module.
2. Project **PowerPoint Slide 3** and remind participants that the module focuses on these characteristics of a college- and career-ready student.

3. Have participants turn and talk to a partner:
 - This characterization describes three ways that students should interact with evidence: “cite evidence,” “use evidence,” and “evaluate others’ use of evidence.” Which of these three skills do you think your case-study student will find most difficult and which skill will be easier? How can you use your student’s strengths to address his or her challenges in this area?
4. Arrange participants in groups of 4 and ask them to take turns sharing the artifacts they brought from the lesson on close reading from Chapter 4, Module 2.
5. Wander from group to group, listening in and making comments as appropriate.
6. If time permits, ask volunteers to share with the entire group anything especially interesting or informative about their lessons.

Segment Two: Exploring Seminars (Approximately 15 Minutes)

1. Place participants in small groups. Ask them to discuss the Paideia Seminar described in their reading by addressing the questions in **PowerPoint Slide 4**.
2. Allow each group to share major talking points.
3. Provide **Handout 5.1** and ask participants to check off characteristics that their case-study student (or any student) might exhibit during a discussion or seminar with the entire class.
4. Ask participants how Ms. Hedt and Ms. Swartzlander helped Dana (pages 152–153) become more confident in her reading, speaking, and listening skills.
5. Ask teachers what they might do to help their own case-study student participate in a discussion or seminar.

Segment Three: Creating a Seminar (Approximately 30 Minutes)

1. Place participants in disciplinary or grade-level groups.
2. Ask participants to think about a topic or unit they often teach and a related text that might be appropriate as a seminar text. Encourage them to go online to find a text if they don’t have one in mind. Remind them that texts can be poems, short stories, essays, articles, photographs, art, song lyrics, primary documents, speeches, diagrams, charts, court decisions and more.
3. Project **PowerPoint Slide 5**.
4. Pass out **Handout 5.2** and ask participants to discuss how they might organize a seminar around a particular text.
5. Allow each group to share their text and ideas regarding how they would create a seminar.

Segment Four: Seminars in the Classroom (Approximately 5 Minutes)

1. Project **PowerPoint Slide 6**.
2. Ask participants to attempt some sort of seminar with their students in the classroom before the next session. Encourage them to work with another teacher in the planning or implementation if possible.
3. Suggest that participants connect to the Paideia website, www.paideia.org and use the resources on the site to conduct a classic Paideia Seminar.

Segment Five: Respond in Your Learning Log (Approximately 5 Minutes)

1. Project **PowerPoint Slide 7** and read it aloud.
2. Ask participants to respond to the slide in their learning logs.

Handout 5.1 **Characteristics of First-Time or Struggling Seminar Participants**

Roberts and Billings in their book *Teaching Critical Thinking: Using Seminars for 21st Century Literacy* (2012) argue that “speaking and listening (like reading and writing) are not a function of personality but rather learned skills that must be taught in school” (p. 29). They provide a list of characteristics, summarized below, that are often evident when students (or adults) first engage in a seminar or are struggling participants.

- A few participants dominate the conversation while others sit passively and observe, listen, or tune out.
- Participants don’t make eye contact with the person who is speaking.
- Participants engage in side conversations.
- Participants miss key aspects, either in the text or when someone is making a point.
- Participants speak so softly they are unable to be heard.
- Participants make unrelated or repetitive points.
- Participants stick to a single perspective even when multiple perspectives are offered.
- Participants don’t ask questions or build on the comments of others.

Source: Roberts, T., & Billings, L. (2011). *Teaching critical thinking: Using seminars for 21st century literacy*. Larchmont, NY: Eye on Education.

Retrieved from the companion website for *Common Core CPR: What About the Adolescents Who Struggle . . . or Just Don't Care?* by ReLeah Cossett Lent and Barry Gilmore. Thousand Oaks, CA: Corwin, www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

Handout 5.2 **Planning a Seminar**

Preseminar

1. Build background for the text.
2. You may choose to give the text to students prior to the seminar, especially if it is complex.
3. Create or review ground rules for discussion.

Sample Ground Rules

- Only one person may speak at a time.
 - It is not necessary to raise your hand; simply wait until someone has finished speaking before you begin speaking.
 - Speak at least three times, but don't dominate.
 - Listen closely to all comments.
 - Make notes of your own thoughts and others' comments.
 - Ask questions.
 - Be respectful when commenting or responding to someone, even if you disagree.
 - Refer to the text when you speak.
 - Keep an open mind.
4. Go over your role as a facilitator and point out how a seminar is an opportunity for an exchange of ideas instead of a debate where one person or side "wins" an argument.

During Seminar

1. Arrange chairs or desks in a circle. You sit in a desk within the circle.
2. Be prepared to take notes in order to keep up with who has spoken and what has been said.
3. Have students read the text silently first.
4. Ask a student to read the text aloud or read it aloud yourself.
5. Identify main ideas from the text by first asking each student to respond to the same question, such as "What title would you give this text?" or "What is the most important word or idea in the text?"
6. Ask open-ended questions that you prepared in advance. Such questions should move participants into the text, perhaps eliciting multiple perspectives.
7. Don't necessarily stick to your script of questions. You may want to change questions based on responses of the students.
8. As necessary, remind students of the ground rules.

Postseminar

1. Thank students for their participation, focusing on positive comments or aspects of their behavior.
2. Ask students to reflect on their participation in writing, perhaps using the ground rules as a sort of rubric.
3. Create an assignment (such as a collaborative project, performance, or writing) related to the text.

Module 5.2

Why Evidence Matters

From Text to Talk to Argument

Pages 153–169

Estimated Time: 1 Hour, 25 Minutes



Prior to Meeting

- Have participants read pages 153 to 169 beginning with the section titled “Problem-and Project-Based Learning: *Using Evidence.*”
- Remind participants of their assignment from Chapter 5, Module 1.
- Find and prepare the video we recommend using from edutopia, a website dedicated to improving the K–12 learning process by documenting, disseminating, and advocating innovative, replicable, and evidence-based strategies that prepare students to thrive in their future education, careers, and adult lives. Retrieved from <http://www.edutopia.org/project-based-learning-introduction-video>.

Materials You Need for This Module

- PowerPoint slides for Chapter 5, Module 2
- Chart Paper on stand and markers
- Copies of Standards for Motivation and Engagement
- Copies of **Handout 5.3** printed from <http://www.edutopia.org/project-learning-introduction>
- If available, access to the Internet and projector and screen

Segment One: Introduction (Approximately 15 Minutes)

1. Project the first two slides to introduce this module.
2. Project **PowerPoint Slide 3** and remind participants that the module focuses on these characteristics of a college- and career-ready student.
3. Project **PowerPoint Slide 4** and ask participants to use the questions as a basis for discussion in small groups.
4. Ask each group to report on key points in their discussion.

Segment Two: Exploring Problem- and Project-Based Learning (Approximately 15 Minutes)

1. Ask participants to turn and talk about any experiences they had with problem- or project-based learning (PBL) as a student, or as a teacher, or in real life.
2. Ask for volunteers to share with the entire group.
3. Project **PowerPoint Slide 5**.
4. If Internet access is available, show participants a short video on project-based learning at <http://www.edutopia.org/project-based-learning-introduction-video>. If Internet access is not available, ask participants to read **Handout 5.3**, “Why Teach With Project-Based Learning? Providing Students With a Well-Rounded Classroom Experience” (print copies from <http://www.edutopia.org/project-learning-introduction>). Provide a copy to all participants.
5. Ask how the information in the video (or on the handout) differs from their experiences or impressions of PBL.

Segment Three: Advantages of PBL (Approximately 10 Minutes)

1. Tell participants that the advantages to PBL are significant as the next three slides explain. Ask them to jot down the advantages in their writing logs under the heading “Advantages of PBL.”
2. Project **PowerPoint Slide 6**.
3. Project **PowerPoint Slide 7**.
4. Project **PowerPoint Slide 8**.

Segment Four: Barriers to Implementation (Approximately 20 Minutes)

1. Take comments from the whole group in response to these questions:
 - To what extent is PBL used in your classroom, school, or district?
 - Considering the advantages of such an approach, why isn’t PBL more widely used?
2. Project **PowerPoint Slide 9**.
3. As participants share answers to the second question, make a list of their comments on chart paper under the heading “Barriers to Implementation of PBL.”

Note: Participants may say the following:

- not enough time to plan with other teachers or to implement in class
 - must follow a preset curriculum guide or pacing guides
 - lack of administrative support for such projects
 - preparation for tests drives curriculum
4. Place participants in small groups. Provide one “barrier” from the list to each group and ask them to brainstorm possible solutions and then share their suggestions with the entire group.

Segment Five: Planning for PBL (Approximately 15 Minutes)

1. Project **PowerPoint Slide 10**. Point out that nearly all PBL focuses on authentic issues or problems in the real world. With this in mind, direct participants to pages 166 and 167 and ask them to read through “Examples of Problem-Based Learning.”
2. Ask participants to work with a partner and come up with a possible PBL initiative that might be used in their classroom, team, or department.
3. Ask for volunteers to share with the whole group.

Segment Six: PBL in the Classroom (Approximately 5 Minutes)

1. Project **PowerPoint Slide 11**.
2. Tell participants that their assignment for this session is to take a step toward implementing PBL in their school or classroom. For example, participants may
 - Share their idea for PBL with a teacher, their professional learning community (PLC), team, or department.
 - Talk with an administrator about what type of support exists for PBL.
 - Find other teachers in the school or district who implement PBL and talk to them about the experience.
 - Create an inquiry project on a small scale. See pages 156 to 157: “How to Scaffold Inquiry Projects.”

Segment Seven: Respond in Your Learning Log (Approximately 5 Minutes)

1. Project **PowerPoint Slide 12** and read it aloud.
2. Ask participants to respond to the slide in their learning logs.

Module 6.1

How Using Diverse Media and Formats Can Ignite Student Learning

Pages 171–187

Estimated Time: 1 Hour, 10 Minutes



Prior to Meeting

- Have participants read pages 171 to 187, stopping at the section titled “Preparing for Reading and Writing: Interpreting Material in Diverse Formats.”
- There are no individual student stories in the first part of Chapter 6 (there are two student studies in the second half of the chapter). Therefore, rather than having participants focus on a case-study student for this module, ask participants to focus on their own comfort with technology in the five areas covered in the first half of the chapter:
 - Technology for research and exploration
 - Technology for communication and collaboration
 - Technology for flipping learning
 - Technology to create and innovate
 - Technology to present and showcase
- Find and prepare these recommended online materials, including:
 - A video from Khan Academy (www.khanacademy.org)
 - A free wiki created at a site like www.wikispaces.com

Materials You Need for This Module

- PowerPoint slides for Chapter 6, Module 1
- Internet access, a projector, and a screen
- Notecards (any size)

Segment One: Introduction (Approximately 10 Minutes)

1. Project the first two slides to introduce this module.
2. Project **PowerPoint Slide 3** and explain that the module focuses on these characteristics of a college- and career-ready student.
3. Have participants turn and talk to a partner:
 - How familiar are students in your classes with technology? Do they meet this description more, less, or about the same as the other descriptions of college- and career-ready students?
 - What is access to technology like in your school? How does this limit or strengthen your ability to work with students in this area? What solutions have you found to any problems presented by access?
4. Ask for a show of hands for each of the five areas of technology covered in the first half of this chapter (see the list under “Prior to Meeting”). Read each area aloud and have participants raise their hands in groups that indicate a little familiarity or comfort with that area of technology, some familiarity or comfort, or a lot of familiarity or comfort with that area.
5. Explain that this module covers collaboration and flipped learning using technology and that the next module delves more deeply into the presentation and showcasing of material using technology.

Segment Two: Technology for Communication—Creating a Class Project Using Technology (Approximately 30 Minutes)

Note: If you have access to technology in your session, you may wish to create a wiki using a free website, such as wikispaces and complete this project online. The alternative version presented here allows you to simulate the online environment. If you create an online wiki, you can set up the pages for each entry in advance or create them as you go, but be certain that you understand how to link pages to one another on the site so that the project works!

1. Have participants reread the feature titled “How to Write as a Class Using Wikis” on pages 180 and 181.
2. Organize participants into groups with about 8 to 10 people per group. Give each participant a notecard. Project the writing prompt on **PowerPoint Slide 4**, but do not have participants respond right away.
3. Have one participant in each group write a 2 to 3 sentence description of one classroom in a school where all teachers are fairy-tale characters (allow about 3 minutes). Stress that the response does not need to be clever or eloquent for this purpose—this is merely an illustration. After writing the sentences, have the participant identify two other classrooms or spaces in the school and write them at the bottom of the card.
4. Have two other participants in the group each write a 2 to 3 sentence description of the identified classrooms at the bottom of the first card. Again, then these participants should each write two new classroom locations at the bottom of their own cards.
5. As the participants in the group write on their cards, arrange them in the shape of a tree.
6. Continue until everyone in the group has written one or more cards. End with at least a total of 16 cards arranged.
7. Have participants volunteer to read their way through the cards, beginning at the first and then choosing one “room” after another until they reach the final card.

8. Discuss as a group:
 - How does a group writing assignment, such as this one engage students and draw on their shared creativity?
 - What benefits are there to putting an assignment, such as this online? How can technology enhance the writing experience in this situation?
 - What other possible scenarios can you envision for a similar group writing task?

Segment Three: Flipped Learning (Approximately 20 Minutes)

1. Project **PowerPoint Slide 5**.
2. Show participants a video from Khan Academy's online site. For this segment, we suggest the video that explores Andy Warhol's famous soup can paintings: <https://www.khanacademy.org/humanities/art-history/art-history-1907-1960-age-of-global-conflict/big-questions-modern-contemporary-art/v/andy-warhol-campbell-s-soup-cans-why-is-this-art>

Note: This video is around seven minutes long.

3. Project **PowerPoint Slide 6**.
4. After the video, ask teachers to discuss this question as a whole group:
 - How is artistic quality related to the time period in which art is created?
5. Ask participants to imagine how this discussion could be replicated in a classroom. Could the video be used as a homework assignment? If so, could the discussion begin as soon as a class period begins? What obstacles and benefits might teachers face in structuring a class this way?
6. Show participants the variety of videos available at the Khan Academy site and ask how they might find other similar resources to use with students for the purpose of flipped learning.

Segment Four: Technology in the Classroom (Approximately 5 Minutes)

1. Project **PowerPoint Slide 7**.
2. You might invite participants to try any of the above activities in their classrooms before the next session. A particularly simple idea, however, is to ask participants to flip their classrooms for just one day. Tell them to assign an online video of their own making or that they find online as homework, then follow up in class with active learning exercises. When they return, they should be prepared to talk about both the benefits and challenges of this method of teaching.

Segment Five: Respond in Your Learning Log (Approximately 5 Minutes)

1. Project **PowerPoint Slide 8** and read aloud.
2. Have participants respond in their learning logs.

Module 6.2

How Using Diverse Media and Formats Can Ignite Student Learning

Pages 187–209

Estimated Time: 1 Hour



Prior to Meeting

- Have participants read pages 187 to 209, beginning at the section titled “Preparing for Reading and Writing: Interpreting Material in Diverse Formats.”
- Ask participants to focus on a student similar to Maleka, the senior introduced on page 202. This student may exhibit one or more of the following characteristics:
 - Popularity combined with academic disengagement
 - A lack of real effort or concern about failing
 - A lack of concern that he or she is approaching a “last-chance” situation

Materials You Need for This Module

- PowerPoint slides for Chapter 6, Module 2
- Copies of **Handout 6.1**

Segment One: Introduction (Approximately 10 Minutes)

1. Project the first two slides to introduce this module.
2. Project **PowerPoint Slide 3** and explain that the module focuses on these characteristics of a college- and career-ready student.
3. Have participants turn and talk to a partner:
 - When presenting, are your students familiar with the “limitations of various technological tools?” What are these limitations?

Segment Two: Gathering Information Online (Approximately 20 Minutes)

1. Have participants reread the four questions Mr. Keith wishes students to answer that are found on page 191. Then project **PowerPoint Slide 4**, which contains one of the standards mentioned at the bottom of page 191.
2. Distribute **Handout 6.1** to participants. Give participants a moment to read this page.
3. Tell participants to imagine that a student wishes to use several quotes from this page in a class presentation and subsequent essay. Then have participants turn and share responses to the following two questions:
 - How would you answer Mr. Keith's four questions regarding this page of information?
 - Based on the standard above, what response would a ninth grade student give who wished to use information from this page in an essay or presentation?
4. Ask for volunteers to share with the group. If participants do not note the following about the webpage, do so yourself:
 - The page has no stated author or date
 - No sources of information are identified
 - The URL does not provide useful information that allows a user to determine the accuracy of the information
 - The font, design, and layout of the page may contribute to the impression that the page was created by an amateur
 - The chart is of dubious value and accuracy
5. Ask for volunteers from the group to comment on these questions:
 - Why is it important to teach students how to evaluate material found on the web?
 - What are some ways to help students learn that not all material found online is equally useful?

Segment Three: Presenting Information Found Online (Approximately 20 Minutes)

1. Project **PowerPoint Slide 5**. Tell participants that this slide was created by a student as part of a report on the start of the Great Depression. Ask for a volunteer to read the information on the slide aloud.
2. Have participants work in pairs. Ask them how they might reorganize the slide to support better presentation of this material. What information would they leave and what would they take out?
3. Show participants **PowerPoint Slides 6 and 7**. For each, ask for responses to the following questions:
 - What are the strengths of this slide compared to the original?
 - What are the limitations of this slide compared to the original?
4. Project **PowerPoint Slide 8**. This slide contains Anchor Standard No. 5 for Speaking and Listening. Ask for a volunteer to read the standard aloud.

5. Ask for responses to these questions:

- Is it enough to show students a variety of slide examples and expect their presentations to improve? If not, what other tools or activities do students need to improve their use of digital material in presentations?
- Why is this standard important? Is it likely to help students on standardized tests? If not, should we still teach to it? Why or why not?

Segment Four: Digital Research in the Classroom (Approximately 5 Minutes)

1. Project **PowerPoint Slide 9**.
2. Tell participants that their assignment before the next session is to lead students through an evaluation of an online source. They might choose to use a page on Wikipedia and lead their own students through a discussion of its reliability and usefulness, as well as how they might present the information on that page to an audience.

Segment Five: Respond in Your Learning Log (Approximately 5 Minutes)

1. Project **PowerPoint Slide 10** and read it aloud.
2. Ask participants to respond to the slide in their learning logs.

Handout 6.1 **A Webpage Used in a Student Report on Mark Twain****All About Mark Twain AKA Samuel Clemens**

Born: 1835

Died: 1910

Great works: *The Adventures of Tom Sawyer*; *The Adventures of Huckleberry Finn*; *Pudd'nhead Wilson*; *Life on the Mississippi*; *The Prince and the Pauper*; "The Celebrated Jumping Frog of Calaveras County;" *A Connecticut Yankee in King Arthur's Court*

Life: Mark Twain, born Samuel Clemens, was a genius of American writing. His novels and essays depict life in nineteenth century America with humor, grittiness, and an unflinching drive to reflect true American culture. From his birth in Florida to his time on the Mississippi, Twain gathered snippets of life and depicted them through satire with great cleverness. Though he did earn money from his writing, he also had a number of business failures. Twain's distinct voice is the voice of America and his writing will live on.

"Don't go around saying the world owes you a living. The world owes you nothing. It was here first."

—Mark Twain

"He refused to lie down. . . . He was a life force, a forward moving life force, a powerful life force. . . . He wasn't a quitter."

—Hal Holbrook about Mark Twain

Amazon Sales Ranking, 2013			
<i>Huckleberry Finn</i> , Mark Twain	<i>Pride and Prejudice</i> , Jane Austen	<i>Heart of Darkness</i> , Joseph Conrad	<i>Great Expectations</i> , Charles Dickens
156	466	294	1439

www.gened.-tennessee.mark_twain_report.com

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Module 7.1

Why a Culture of Reading Is Critical—and How to Create One

Pages 211–242

Estimated Time: 1 Hour, 40 Minutes



Prior to Meeting

- Have participants read pages 211 to 242. Tell participants that there are two modules for this chapter, as is the case for all chapters, but that they are asked to read the entire chapter in preparation for Module 1.
- Remind participants to bring with them notes regarding their assignment from Chapter 6, Module 2.
- Ask participants to focus on a case-study student similar to Maria and Sara. This student might exhibit one or more of the following characteristics:
 - Low self-efficacy regarding literacy tasks
 - English as a second language
 - Compliant, possibly even enthusiastic, manner, but with below grade-level skills in reading and writing
 - A history of being placed in remedial classes
 - Lack of initiative without considerable teacher or peer support
- See the note in Segment Three. If possible, arrange to have this workshop in a library or ask a librarian to loan you books that represent various periods, cultures, and worldviews.

Materials You Need for This Module

- PowerPoint slides for Chapter 7, Module 1
- Copies of Standards for Motivation and Engagement
- Chart paper and markers
- Access to library, if available
- Internet access, if available

Segment One: Introduction (20 Minutes)

1. Project the first two slides to introduce this module.
2. Project **PowerPoint Slide 3** and remind participants that this module focuses on these characteristics of a college- and career-ready student.
3. Tell participants that there are four learning outcomes for students in this description. Ask participants to pair with a partner and identify each learning outcome.
4. Have them share with the entire group and, as they do, write the following on chart paper:

College- and Career-Ready Students

Appreciate

Seek

Communicate

Evaluate

Inhabit

5. Ask participants these questions:
 - How do these actions differ from traditional skills that we require of students?
 - To what extent is your case-study student willing to engage in these behaviors?
6. Turn and talk with a partner about your students' responses to the assignment from Chapter 6, Module 2.

Segment Two: Exploring the Workshop Approach (Approximately 10 Minutes)

1. Have participants review the reading/writing workshop schedules on pages 218 and 219 in *Common Core CPR*.
2. Ask participants to discuss their experiences with the workshop approach.
3. Project **PowerPoint Slide 4**.
4. In small groups, have participants brainstorm advantages of using such an approach and then facilitate a whole group discussion.

Segment Three: Using Young Adult (YA) Literature to Meet the Standards (60 Minutes)

1. In groups of 4, have participants choose one of the books listed on pages 224 and 225, or suggest another book that is representative of various periods, cultures, and worldviews.
2. Ask participants to create a lesson using their designated book that would help students “appreciate, seek, or evaluate a different perspective, worldview or culture.” Tell them they will share their lesson with the entire group using directions outlined in **PowerPoint Slide 5**.

Note: Encourage participants to read reviews or summaries of the books online to help with this task. If a library is available, participants may find some of the recommended books and peruse them before choosing one for this activity. If possible, ask a librarian to pull books that represent various periods, cultures, and worldviews for participants' use.

3. Allow 30 minutes for preparing the lesson and 30 minutes for sharing with the entire group.

Segment Four: Seminars in the Classroom (Approximately 5 Minutes)

1. Project **PowerPoint Slide 6**.
2. Ask participants to try out their lessons with at least one class using a short text, such as a story, poem, or article keeping notes on the participation of their case-study student.

Segment Five: Respond in Your Learning Log (Approximately 5 Minutes)

1. Project **PowerPoint Slide 7** and read it aloud.
2. Ask participants to respond to the slide in their writing logs.

Module 7.2

Why a Culture of Reading Is Critical—and How to Create One

Pages 211–242

Estimated Time: 1 Hour, 25 Minutes



Prior to Meeting

- Have participants review Chapter 7 prior to the session.
- Remind participants to bring with them their assignment from Chapter 7, Module 1.

Materials You Need for This Module

- PowerPoint slides for Chapter 7, Module 2
- Copies of Standards for Motivation and Engagement
- Chart paper and markers
- Sticky notes

Segment One: Introduction (Approximately 15 Minutes)

1. Project the first two slides to introduce this module.
2. Project **PowerPoint Slide 3** and then **PowerPoint Slide 4** and remind participants that this module focuses on these characteristics of a college- and career-ready student.
3. In small groups, have participants evaluate their assignment from Chapter 7, Module 1, keeping in mind the four statements in this description.
4. Allow each group to share talking points with the entire group.

Segment Two: Exploring Literature Circles (Approximately 40 Minutes)

1. In small groups, have participants talk about their experiences with literature circles.

Note: If you have content-area participants, ask them to discuss their experiences with inquiry circles, a collaborative activity similar to literature circles that uses nonfiction rather than fiction and is based on having students select a topic or question to explore.

2. Direct participants to the shaded box titled “What if Students in Literature Circles Don’t Complete the Reading or Are Habitually Absent?” (located on page 230) and ask them to turn and talk about how well they think the suggestions might work.
3. Provide **Handout 7.1**. Give individuals a few minutes to jot down challenges with literature circles under the “What If?” column.
4. Have volunteers share items from their “What If?” column with the entire group and ask participants to offer possible solutions.

Note: Some of the “What ifs” listed by participants may not have a definite solution. Tell participants that the best way to solve problems is to facilitate literature circles many times with different classes. Working with another teacher or literacy coach is also helpful.

5. Direct participants to page 236, “How to Replicate Ms. Hernandez’s Lesson.” Ask them to read through the lesson and jot down on sticky notes any comments or questions they have about the lesson. Project **PowerPoint Slide 4** to encourage thinking.
6. Have participants share their notes in small groups.
7. Ask for a volunteer from each small group to share with the whole group.

Segment Three: Exploring a Culture of Literacy (Approximately 20 Minutes)

1. In small groups have participants brainstorm the elements of a school or classroom that contribute to a culture of literacy.
2. List their contributions on chart paper.

Note: Participants may itemize some or all of the following:

- Independent reading
- Classroom libraries
- Reading/writing workshops
- Writing in all disciplines (or specific tools like writing logs)
- Reading in all disciplines
- Evidence of student writing in school
- Performance-based assessments with a focus on speaking or listening
- Projects related to real-world issues
- Library that is up-to-date, accessible, and inviting

- Use of technology to enhance literacy
 - Interdisciplinary learning
 - Professional development (and or professional learning communities) based on literacy
3. Place participants in small groups and assign one element from the list to each group. Project **PowerPoint Slide 5** and ask them to discuss the following:
 - What does this component of a culture of literacy “look like” in a school or classroom? How do you know if it exists and/or is effective?
 4. Have a volunteer from each group share briefly with the whole group.
 5. Ask participants to write briefly in their writing logs what they could do in their own school or classroom to build a culture of literacy.

Segment Four: Literature Circles in the Classroom (Approximately 5 Minutes)

1. Project **PowerPoint Slide 6**.
2. Ask participants to create a plan for using literature or inquiry circles with a particular unit. You may wish to provide the following questions as a springboard for planning.
 - Which unit or topic that you currently teach would lend itself to such a practice?
 - Which texts would be appropriate for the activity?
 - How will you organize the circles?
 - Who will you work with from this group (or in your school) to provide support with this practice?

Segment Five: Respond in Your Learning Log (Approximately 5 Minutes)

1. Project **PowerPoint Slide 7** and read it aloud.
2. Ask participants to respond to the slide in their writing logs.

Handout 7.1 **Literature Circle Challenges**

What if?	Possible Solution

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Module 8.1

What Do We Do About the Language Standards?

Pages 243–259

Estimated Time: 1 Hour, 35 Minutes



Prior to Meeting

- Have participants read pages 243 to 259, ending at the section titled “What Do We Do About Vocabulary?”
- Remind participants of their assignment from Chapter 7, Module 2.
- Remind participants of the discussion about Daniel in Chapter 1.
- Ask participants to focus on a student similar to Daniel. This student might exhibit one or more of the following characteristics:
 - A history of having been taught grammar and mechanical rules without gaining mastery of them
 - Difficulty communicating clearly and writing coherently

Materials You Need for This Module

- PowerPoint slides for Chapter 8, Module 1
- Copies of the Standards for Motivation and Engagement
- Copies of the Anchor Standards for Language
- Copies of **Handouts 8.1, 8.2, and 8.3**
- Chart paper
- Markers (three colors per participant or group, if possible)
- Access to the Internet, if available

Segment One: Introduction (Approximately 10 Minutes)

1. Project the first two slides to introduce this module.
2. Project **PowerPoint Slide 3**. Explain that while there is not a specific element of the description of college- and career-ready students devoted to language, the language standards are a major part of the standards and therefore merit extra attention.

3. Have participants turn and talk to a partner:
 - How close are your students to having a “command of standard English?” How have you traditionally approached this area of teaching in your own classroom and instruction?

Segment Two: Thinking About Grammar Instruction (Approximately 25 Minutes)

1. Have participants read **Handout 8.1**, Excerpt From *Teaching Middle and High School Students to Read and Write Well*. Project **PowerPoint Slide 4** as participants read.
2. Have each participant write down one example of a separated, simulated, and integrated activity for focusing on a language rule from his or her own teaching or experience. After writing, have participants turn and share with their group.
3. Ask for volunteers to share responses with the whole group.
4. Invite participants to share the obstacles and challenges they’ve faced in teaching grammar and vocabulary instruction in the past (you may wish to make a list of these remarks as they are shared).
5. Project **PowerPoint Slide 5** and share the quote from *Common Core CPR*. Explain that the purpose of the following segments are to connect the Standards for Motivation and Engagement from *Common Core CPR* to grammar and vocabulary instruction; specifically to address and overcome the obstacles and challenges that they previously listed. Return to the research-based finding from Handout 8.1 that suggests that successful schools use a variety of approaches to grammar instruction.

Segment Three: Creating an Implicit Grammar Lesson (Approximately 30 Minutes)

1. Have participants read the segment “How to Teach an Implicit Grammar Lesson on Gerunds” on page 250. Follow the reading with these discussion questions:
 - What are the goals of an implicit grammar lesson? How do these goals differ from the worksheet-style practice of grammar rules?
 - Is there anything about this lesson that you would teach differently? How would you change the lesson and why? Do you think the lesson would be equally effective with all students and, if not, how could it be used more effectively with some classes?
2. Designate participants into groups of 4 to 6. Project **PowerPoint Slide 6** and have each group choose one of the grammatical rules mentioned in the standards for Grades 7 to 10:
 - Use of active and passive voice
 - Use of compound sentences
 - Use of a comma to separate coordinate adjectives
 - Use of a semicolon to connect independent clauses
 - Use of a colon to introduce a list
3. Give each participant **Handout 8.2**, Elements of an Implicit Grammar Lesson. Using the handout, have each group prepare a 20-minute lesson based on one rule from the list above. Invite participants to be creative in their approaches, but remind them of the goals they identified earlier.
4. Have each group combine with another group and present their lesson (groups do not need to teach the lesson, just talk through it). Allow a short question and answer period at the end of each presentation.

5. As a whole group, discuss the following questions:
 - What did you learn from another group’s presentation?
 - What other areas of grammar might benefit from this type of approach? Do you see areas where you might use similar lessons in your own classroom?
 - How did these lessons reflect aspects of the *separated*, *simulated*, and *integrated* instruction recommended in Handout 8.1?
 - Did the lessons help overcome any of the obstacles listed by participants in Segment Two?
6. Review Anchor Standard for Language 3 found on page 248. Then discuss:
 - What does this anchor standard require of students that cannot be met through traditional, rote instruction of grammar rules? How do our sample lessons help us meet this anchor standard? Do we need to do more to meet this standard?

Segment Four: Tying Grammar to Writing (Approximately 20 Minutes)

1. Give each participant a copy of **Handout 8.3**, A Sample of Daniel’s Writing. Note that this sample comes from Chapter 1 when Daniel is first introduced. Have a volunteer read the sample aloud while the rest of the group follows along silently.
2. Observe that in Chapter 8, Mrs. Fromm chooses to respond to Daniel’s writing with only three suggestions for revision, and that only one of these suggestions is mechanical. Have participants decide which area of grammar they feel needs the most focus from Daniel. Then have participants turn and share their thoughts.
3. Ask for volunteers to share with the whole group. State that there is no right answer to this task. Follow up with these questions:
 - What are the benefits and drawbacks of limiting your feedback to student writing?
 - What strengths does Daniel demonstrate as a writer?
 - What nongrammatical areas of writing does Daniel need to improve?
4. Have a volunteer read aloud the quotation on **PowerPoint Slide 7**. Follow the reading with these discussion questions:
 - Would explicit grammar instruction on particular rules have improved Daniel’s writing dramatically? Why or why not?
 - Would practices such as sentence combining have improved Daniel’s writing? Why or why not?

Segment Five: Engaging Students in Grammar in the Classroom (Approximately 5 Minutes)

1. Project **PowerPoint Slide 8**.
2. Tell participants that their assignment before the next session is to teach one implicit grammar lesson using mentor texts and student writing. Ask the teachers to document this lesson in some way and to be prepared to share the results at the next session.

Segment Six: Respond in Your Learning Log (Approximately 5 Minutes)

1. Project **PowerPoint Slide 9** and read aloud Mrs. Fromm’s comments from page 254.
2. Ask participants to respond to this slide in their learning logs.

Handout 8.1 **Excerpt From *Teaching Middle and High School Students to Read and Write Well***

Teachers in the more effective programs use a variety of different teaching approaches based on student need. For example, if students need to learn a particular skill, item, or rule, the teacher might choose a *separated* activity to highlight it. Students would study the information as an independent lesson, exercise, or drill without considering its larger meaning or use (e.g., they might be asked to copy definitions of literary terms into their notebooks and to memorize them).

To give students practice, teachers prepare or find *simulated* activities that ask students to apply concepts and rules within a targeted unit of reading, writing, or oral language. Students are expected to read or write short units of text with the primary purpose of practicing the skill or concept. Often students are asked to find examples of that skill in use in their literature and writing books, as well as in out-of-school activities. (For example, a teacher might ask students to identify examples of literary devices within a particular selection, or to write their own examples of these devices.)

To help students bring together their skills and knowledge within the context of a purposeful activity, teachers use *integrated* activities. These require students to use their skills or knowledge to complete a task or project that has meaning for them. (For example, in discussing a work or works of literature, students might be asked to consider how a writer's use of literary devices affects a reader's response to the piece.)

Teachers with higher performing students use all three of these approaches—In more typically performing schools, teachers often rely on one strategy, missing opportunities to strengthen instruction and to integrate it across lessons and throughout the year.

Source: Langer, J., Close, E., Angelis, J., & Preller, P. (2000). *Teaching middle school and high school students to read and write well: Six features of effective instruction*. Albany: The National Research Center on English Learning and Achievement (CELA), University at Albany, State University of New York, p. 4.

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Handout 8.2 **Elements of an Implicit Grammar Lesson**

An implicit grammar lesson—one that goes beyond mere rote memorization of language rules—might include all or some of the following elements:

- brief, explicit descriptions of particular rules of language
- student- or class-generated anchor charts describing rules of language
- discussion of why the rules matter and when it does or does not apply (including a discussion of why people might get the rules wrong)
- examples of a rule used correctly in mentor texts
- examples of a rule used correctly in personal choice reading
- student writing in which a rule is applied
- revision of previous student writing to use or correct the rule in context
- discussion of how the rule connects to style, tone, or voice in writing
- oral as well as written examples
- step by step breakdowns for more complicated rules
- interaction between students
- opportunities to self-correct and explain thinking process

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Handout 8.3 **A Sample of Daniel's Writing**

In my opinion, *Maus* and *Night* are so far the best books that I have read. I'm glad I chose *Maus* and *Night* because they gave me a different view on life and I learned how things have changed over time. Both Vladek in *Maus* and Eliezer in *Night* helped me to fight through tough situations and to not give up. Vladek and Eliezer have similar situations. They both survived in the Holocaust and both lived to tell the story about how they survived and what they had to do to get through it. The two characters taught me the meaning of hard work and fighting through tough situations). Although the two taught me how to overcome hard times, I still sometimes have to go through situations the same way that I used to go through them. The lesson they taught me really helped in a long run because I now know what to do in these situations. In *Maus* Eliezer and his little brother came out from the war alive and the rest of his family was gone. He had a responsibility's such as: watch over his little brother and protect him. In my opinion, Eliezer and Vladek are good role models. They are role models for people who must fight to protect their families. They have to work hard to keep food on the table, clothes on their backs, and a roof over their head. Though they have similar story lines, they have one thing that is different between the two. In *Night*, Eliezer's family dies and he and his brother were the only ones to survive while in *Maus*, Vladek family survives except for his wife. Family matters. Eliezer and Vladek have that inspired me to go out and do the same for my family. I'm not impressed with them just surviving, but it plays a big part because it teaches me how to not give up and to think about family when it gets tough down the road.

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Module 8.2

What Do We Do About the Language Standards?

Pages 259–277

Estimated Time: 1 Hour, 5 Minutes



Prior to Meeting

- Have participants read pages 259 to 277, beginning at the section titled “What Do We Do About Vocabulary?”
- Remind participants of their assignment from Chapter 8, Module 1.
- Ask participants to focus on a student similar to Melissa. This student might exhibit one or more of the following characteristics:
 - Difficulty retaining or understanding new words
 - Exhaustion from trying a variety of methods of studying that have not worked

Materials You Need for This Module

- PowerPoint slides for Chapter 8, Module 2
- Copies of the Standards for Motivation and Engagement
- Copies of the Anchor Standards for Language (Grades 4–6)
- Chart paper
- Markers (three colors per participant or group, if possible)
- Access to the Internet, if available

Segment One: Introduction (10 Minutes)

1. Project the first two slides to introduce this module.
2. Project **PowerPoint Slide 3**. Explain that while there is not a specific element of the description of college- and career-ready students devoted to vocabulary use, the description does mention that students should be able to use “a wide-ranging vocabulary.”

3. Project **PowerPoint Slide 4**. Have participants turn and talk to a partner:
 - How do you teach vocabulary?
 - Where do the words you teach come from?

Segment Two: Thinking About Vocabulary Instruction (Approximately 20 Minutes)

1. Project **PowerPoint Slides 5, 6, 7, and 8**. These slides show word walls in four different classrooms. Ask participants to discuss these questions:
 - What is the purpose of a word wall?
 - What are some other methods you might use to create a word-rich classroom? How does such a classroom promote learning about language?
2. Place participants in groups of 3 or 4 and have each group reread pages 263 and 264 regarding research about vocabulary instruction. Ask each participant to share with the group one way in which these research findings encourage him or her to change, modify, or continue a current practice involving word learning. Suggest that participants share specific classroom strategies as they discuss. Then ask for volunteers to share with the whole group.
3. On pages 269 and 270, Mr. Crawford came up with ways that he could change his approach to teaching vocabulary. Have participants reread the list and ask for volunteers to share one item from the list that they might incorporate into their own teaching.

Segment Three: Making and Discussing a Word Web (Approximately 30 Minutes)

1. Place participants in pairs for this activity. Give each pair one sheet of poster-size paper and markers of at least three colors (this activity can be completed with only one color, as well).
2. Project the sample word web on **PowerPoint Slide 9**.

Note: This slide is animated in order to demonstrate the order in which a student might create a word web. You may show the animation or just show the whole sample word web all at once.

3. Project **PowerPoint Slide 10**. Ask each participant or pair to choose one of the words on this slide and write it in the center of the paper in a circle. Once participants have chosen a word, project **PowerPoint Slide 9** again and point out the word “excavate” in yellow to show the placement of the word.
4. Using a second color, have each participant or pair make a second circle of words (such as the red words on the projected sample web) around the center word. Participants should use some or all of the following possibilities:
 - antonyms
 - synonyms
 - roots
 - word cousins
 - prefixes
 - suffixes
 - parts of speech
 - tricks and tips (for remembering the word’s meaning)

5. Using a third color, have participants add a third ring of circled words (note the placement of the white words in the sample on **PowerPoint Slide 9**) specific to the center word. If participants have access to the Internet, they may wish to look up their chosen word's etymology or precise definition. They may also consult with other participants.
6. Once the word webs are complete, hang them on walls and invite participants to walk around the room and examine the webs.
7. Follow the observation period with the following questions:
 - What did you learn about your word? What did you learn about someone else's word?
 - How does creating a word web differ from an activity designed merely to help students memorize a definition? How might the consideration of prefixes, suffixes, or roots, for instance, translate to learning about other words?
 - A word web takes time to create. How could a teacher maximize this time by choosing particular words for study in this way? What kinds of lists of words might promote greater understanding about language in general?
 - The Anchor Standard for Language 4 suggests that students also need to understand word meanings "by using context clues." How can a word web be combined with contextual word appearances to reinforce student learning about words in context?
 - How can this activity lead to greater engagement from a struggling or disengaged learner? What do you see as potential pitfalls or obstacles in this activity that could be present for struggling students and how could a teacher overcome them?
8. Direct participants to examine Anchor Standards for Language 4, 5, and 6 detailed on page 263.
 - How does this activity meet elements of the standards?

Note: As a follow-up activity, participants may wish to revisit the grade-level standards that accompany each of these anchor standards and consider this question more deeply.

Segment Four: Respond in Your Learning Log (Approximately 5 Minutes)

Note: Because this is the final module, there is no "in the classroom" assignment. You may, however, wish to discuss how this module could be carried back to the classroom.

1. Project **PowerPoint Slide 11** and read aloud Mr. Crawford's words.
2. Ask participants to respond to the slide in their learning logs.



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