

FW: professional development opportunity at Bixby North

Charlene Martin
Sent: Tuesday, May 07, 2013 8:57 PM
To: Charlene Martin

Charlene Martin, Ph.D.
Assistant Professor
College of Education
Oral Roberts University
7777 S Lewis Avenue
Tulsa, Oklahoma 74171
TEL: 918-495-6128
FAX: 918-495-6959

From: Cynthia Delay [cdelay@bixbyps.org]
Sent: Thursday, January 31, 2013 3:49 PM
To: Charlene Martin
Subject: Re: professional development opportunity

Yes, we have a computer available. We are excited for you to come. Thanks.

On Thu, Jan 31, 2013 at 3:29 PM, Charlene Martin <chamartin@oru.edu> wrote:
This week has been so busy! It didn't even occur to me until a few minutes ago that I should have touched base with you!? I'm ready to go with 50+ handouts...my goal is to get there by 2:30. You have a computer available for PowerPoint -right? If not, I'm happy to bring one. I look forward to meeting you tomorrow!

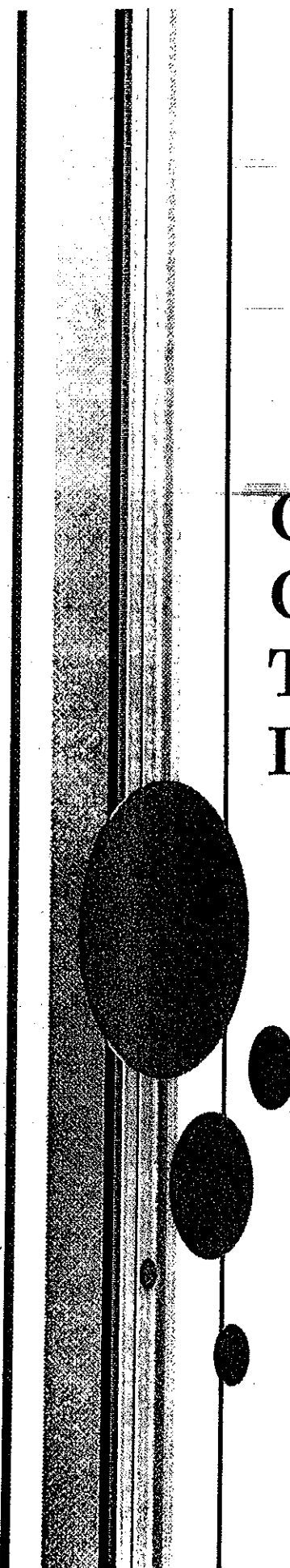
Sent from my iPad

On Jan 31, 2013, at 3:00 PM, "Cynthia Delay" <cdelay@bixbyps.org> wrote:

I'm just touching base to make sure everything is on for tomorrow. If you will check in the main office someone will escort you to the science lab. We should be ready to begin at 3:00. Let me know if you need anything. Thanks.

On Thu, Jan 17, 2013 at 2:27 PM, Charlene Martin <chamartin@oru.edu> wrote:
Okay, great! I'll be in touch!

Charlene Martin, Ph.D.
Assistant Professor
College of Education
Oral Roberts University
7777 S Lewis Avenue
Tulsa, Oklahoma 74171
TEL: 918-495-6128
FAX: 918-495-6959



COLLEGE, CAREER, CITIZENSHIP READY: TEACHING FOR INDEPENDENCE

Charlene Martin
Oral Roberts University
chamartin@oru.edu

“If we don’t write well, we don’t think well. If we don’t think well, someone else will do our thinking for us.”

George Orwell

Interactive Editing (IAE)

Interactive editing is a method for teaching writing and the thinking processes involved in a variety of writing tasks. The goal is to extend students' understanding and command of written language, giving them a structure for writing informational text. IAE is also an effective way to teach content because it combines comprehension with composition in a connected manner.

Before the teacher and students read the error-free text, they first determine their purpose (e.g. learn more about the Vikings...) Then they decide upon the most important words - words that carry meaning. These are called key words. The teacher models the thinking processes for determining these most important words and gradually invites students to share in the discussion about which additional words should be considered as key words.

Following each paragraph, the key words are combined with high frequency words to write a paraphrased sentence. Again, the teacher initially models the thinking process for this task and gradually encourages students to help. After a paraphrased sentence for each paragraph has been written, the teacher and students organize the sentences into a paragraph. They should also include a topic sentence and concluding sentence. All sentences should be fluent and maintain the meaning of the original text. This class product is displayed and used as a reference for future writing tasks.

The paraphrased text can be organized into a variety of text structures, formats and genres that use specific text features (e.g. headings, captions, tables). When planning for IAE and what form the

writing will take, teachers should consider both content and language arts standards. They should also examine students' independent writing to decide on specific teaching points.

The error-free text used should be a shared reading that has been re-read often and discussed in previous lessons. It can be any genre; however, non-fiction works particularly well. The meaning and text level should be accessible by every student. The text is written as a shared reading on a chart or an overhead transparency. It must be easily seen by all. Each student should have a copy of the text *for the IAE lesson*, as well as a recording sheet for writing key words and creating paraphrased sentences.

The teacher should explicitly and consistently reinforce this procedure during every IAE lesson so students develop patterns of thinking for writing informational text. Most units include 1 or 2 texts for IAE with several extensions for small group and independent writing. IAE lessons can last for many days. Rich discussions should be encouraged so students can construct meaning for themselves. The focus should also center on how proficient writers think and approach a variety of writing tasks.

Interactive Editing lesson points to consider:

1. Do students know their ideas are solicited and valued; did they share in the decision-making of how the text will be written?
2. Did the students share in the thinking? (Or was it a "guessing game" for reading the teacher's mind?)
3. Do students use the finished product as a resource?
4. What did students learn about reading and writing they can apply independently?

Paraphrasing Text

(What's Important?)

Name: _____

Date: _____

Title: _____

Word Bank	Paraphrase Sentence

Name:

Date:

Title:

Summary Sentence

Summary Paragraph

[

College and Career Readiness Anchor Standards for Reading

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Language

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.