

Leading for Rigorous and Relevant Literacy

Part IV



International Center for
Leadership in Education


With Lin Kuzmich
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Port Huron Area School District
High Schools
April 2012

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International Center for Leadership in Education

21st Century Literacy and Learning Part IV

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Welcome!

- ▶ Suffering is Optional
- ▶ Participation is Most Appreciated
- ▶ Electronics on vibrate
- ▶ Getting Your Questions Answered
- ▶ Participation Appreciated
- ▶ Computer use for note taking is fine, however please check your email only during breaks or lunch
- ▶ Listen with the Intent to Understand




Kuzmich, 2012 2

Rigor/Relevance Framework®

All Learning Starts with Great Relationships

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High Payoff Literacy Strategies are in these Categories: The Big 8



1. Vocabulary
2. Student Dialogue and Grouping
3. Write to Learn
4. Graphic Organizers and Note Takers
5. Teacher and Student Questioning
6. Document, Technological, and Quantitative Literacy Strategies
7. Leveled Materials and Digital, Multi-Media Resources
8. Text and Media Complexity Access

Kuzmich, L. (2011) *Stretch Learning Handbook*
Rexford, NY: ICLE. 4

Our Session Agenda




1. Introduction
2. Brain and Rigorous Thinking
3. Struggling Learners and More Review Strategies
4. Improving Student Questioning
5. Writing by Content Area
6. Your Next Steps

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1. Introduction

Why is writing so critical to learning?
How does writing improve rigorous thinking?
What does the brain have to do when writing?



Kuzmich, 2011 6

The Power of Writing on Improving Learning

Why is writing so critical to learning?

-
-

How does writing improve rigorous thinking?

-
-

What must the brain do when writing?

-
-

2. The Brain and Learning

- ▶ Learning Factors
- ▶ List the conditions for optimal teen learning:



- ▶ What you can do?

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3. Struggling Learners and More Test Review Strategies

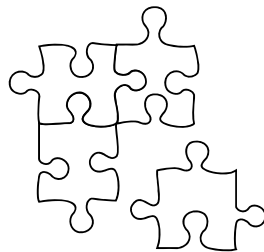
- ▶ Strategies for Review include:
 - Creating a notecard for test
 - Creating a graphic organizer from notes or other resources
 - Quick Write
 - Vocabulary or Process/Procedure Jigsaw
 - Student Question Formation and Structured Discussion/Reporting
 - Games

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Creating Note Card for Review

- ▶ Distilling
- ▶ Forced Study
- ▶ Use on Tests
- ▶ Student Self Evaluation
- ▶ Post test strategy for re-learning



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Graphic Organizers Work for Review

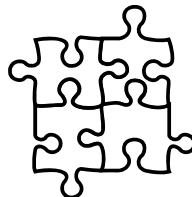
- ▶ Check whether background knowledge is more prevalent and independent
- ▶ Create from notes or other resources
- ▶ Offer choice with type of organizer or even content based on formative assessments or practice or just personal preference (this is an excellent form of differentiation)

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Why Jigsaws Work

- ▶ Students do the work
- ▶ Includes writing, speaking and listening and sometimes reading or calculation
- ▶ Concrete task
- ▶ Memorable
- ▶ We remember 95% of what we teach others and only 5% of what we hear! (Doyle and Glasser)

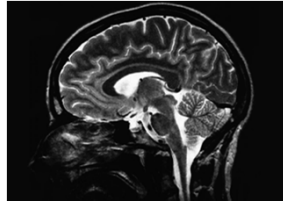


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4. Student Questioning

Students who develop questions and answer other students' questions, show increases in rigorous thinking
 Students who represent the questions, answers and thinking of others demonstrate increases in long term memory



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One rule for questioning...

- ▶ Everyone answers, no hiding, no volunteer answers...

Why: Every brain needs to develop connections and grow dendrites so every individual needs the rehearsal



Kuzmich, 2012

Increase Rigor with Student Questioning: Start with the "Q-Matrix"

	Event I. Knowledge	Situation	Choice	Person	Reason II. Comprehension	Means Application
Present	1. What Is?	2. Where/ When Is?	3. Which Is?	4. Who Is?	5. Why Is?	6. How Is?
Past	7. What Did?	8. Where/ When Did?	9. Which Did?	10. Who Did?	11. Why Did?	12. How Did?
Possibility	13. What Can?	14. Where/ When Can?	15. Which Can?	16. Who Can?	17. Why Can?	18. How Can?
Probability	19. What Would?	20. Where/ When Would?	21. Which Would?	22. Who Would?	23. Why Would?	24. How Would?
Predictability	25. What Will?	26. Where/ When Will?	27. Which Will?	28. Who Will?	29. Why Will?	30. How Will?
Imagination	31. What Might?	32. Where/ When Might?	33. Which Might?	34. Who Might?	35. Why Might?	36. How Might?

III. Synthesis & Analysis

IV. Synthesis & Analysis

Wiederhold and Kagan, 1998

For Better Critical Thinking Add Student Questioning in These Areas

Clarity	Accuracy	Precision
Relevance	Depth	Breadth
Logic	Significance	Fairness

Elder and Paul, 2006

Q – Matrix

1

What is?	Where or When is?	Which is?
What did?	Where or When did?	Which did?
What can?	Where or When can?	Which can?

2

Who is?	Why is?	How is?
Who did?	Why did?	How did?
Who can?	Why can?	How can?

3

What would?	Where or When would?	Which would?
What will?	Where or When will?	Which will?
What might?	Where or When might?	Which might?

4

Who would?	Why would?	How would?
Who will?	Why will?	How will?
Who might?	Why might?	How might?

Q- Matrix Match Up Strips

Question Word	Action or Condition Word	Question Word	Action or Condition Word	Question Word	Action or Condition Word
What?	is	What?	is	What?	is
Where or When?	did	Where or When?	did	Where or When?	did
Which?	can	Which?	can	Which?	can
Who?	would	Who?	would	Who?	would
Why?	will	Why?	will	Why?	will
How?	might	How?	might	How?	might

Q- Matrix Bookmarks

Event	Situation	Choice	Person	Reason	Means
What is?	Where or When is?	Which is?	Who is?	Why is?	How is?
What did?	Where or When did?	Which did?	Who did?	Why did?	How did?
What can?	Where or When can?	Which can?	Who can?	Why can?	How can?
What would?	Where or When would?	Which would?	Who would?	Why would?	How would?
What will?	Where or When will?	Which will?	Who will?	Why will?	How will?
What might?	Where or When might?	Which might?	Who might?	Why might?	How might?

Q- Matrix Bookmarks

Present	Past	Possibility	Probability	Prediction	Evaluation
What is?	What did?	What can?	What would?	What will?	What might?
Where or When is?	Where or When did?	Where or When can?	Where or When would?	Where or When will?	Where or When might?
Which is?	Which did?	Which can?	Which would?	Which will?	Which might?
Who is?	Who did?	Who can?	Who would?	Who will?	Who might?
Why is?	Why did?	Why can?	Why would?	Why will?	Why might?
How is?	How did?	How can?	How would?	How will?	How might?

Standards for Thinking

*Copyright by Linda Elder and Richard Paul, 2002
Foundation for Critical Thinking*

<p>Clarity Could you elaborate? Could you illustrate what you mean? Could you give me an example?</p> <p>Accuracy How could we check on that? How could we find out if that is true? How could we verify or test that?</p> <p>Precision Could you be more specific? Could you give me more details? Could you be more exact?</p> <p>Depth What factors make this a difficult problem? What are some of the complexities of this question? What are some of the difficulties we need to deal with?</p> <p>Relevance How does that relate to the problem? How does that bear on the question? How does that help us with the issue?</p>	<p>Logicalness Does all of this make sense together? Does your first paragraph fit in with your last? Does what you say follow from the evidence?</p> <p>Significance Is this the most important problem to consider? Is this the central idea to focus on? Which of these facts are the most important?</p> <p>Breadth Do we need to look at this from another perspective? Do we need to consider another point of view? So we need to look at this in other ways?</p> <p>Fairness Is my thinking justifiable in context? Are my assumptions supported by evidence? Is my purpose fair given the situation? Am I using my concepts in keeping with educated usage or am I distorting them to get what I want?</p>
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Beginner's Version of Standards for Thinking

Sample Ideas from: Copyright by Linda Elder, 2001,
The Miniature Guide to Critical Thinking for Children

Be Clear – Don't Confuse People

<p>Ways to know if you are being clear: Can you state what you mean? Can you give examples?</p>	<p>We need to understand: What we are saying. What we are hearing. What we are reading.</p>	<p>Tips for communicating Clearly: Let me tell you what I mean. Let me give you an example. Could you tell me what you mean? Could you say that in other words? I'm Confused. Could you explain what you mean? Let me tell you what I think you said. Tell me if I'm right?</p>
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Be Accurate – Make sure it's true

<p>Ways to know if you are being accurate: Are you sure it's true? How do you know it is true? Can you prove it is true?</p>	<p>We need to understand: When we say what is true or correct we are accurate. When we aren't sure whether something is true, we check to see if it is.</p>	<p>Tips for Making Certain Something is Accurate: How could we find out if this is really true? How can we check this? How could we test this idea to see if it is true? How do you know what you are saying is true?</p>
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Be Relevant – Make sure you stay on track

<p>Ways to know if you are being relevant: Is it related to what we are thinking about? Can you prove it is relevant? Does your answer make sense given the question?</p>	<p>We need to understand: The problem you are trying to solve. The question you are trying to answer. Whatever you are talking about or writing.</p>	<p>Tips for staying on track and relevant: How does what you say relate to the problem? How does this information relate to the question we are asking? What will help us solve the problem? How does what you say relate to what we are talking about?</p>
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Be Logical – Make sure everything fits together

<p>Ways to know if you are being logical: Does it all fit together? Can you explain how everything fits together?</p>	<p>We need to understand: How things fit together. Why things fit together. Whether things fit together.</p>	<p>Tips for being logical: This doesn't make sense to me. Can you show me how it all fits together? The sentences in this paragraph don't seem to belong together. How can I rewrite it so that the sentences all fit together better? What you are saying doesn't sound logical. How did you come to your conclusions? Explain why this makes sense to you.</p>
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5. Short Constructed Responses or Open Ended Responses

- ▶ Explain and Describe
- ▶ Summarize
- ▶ Analyze
- ▶ Persuade or Defend
- ▶ Justify or Evaluate

Please see your handout packet for more information, graphic organizers and strategies.

Also try Completion Thinking Frames for students who struggle.

ABC Protocol

- A = Address the prompt
Use the verb and/or key noun (or use a synonym) from the prompt in your topic sentence, hook or thesis statement
- B = Back it up
Cite evidence, use data, use quotes, use main ideas and details, use research or your background experience/point of view (depends on type of writing, topic and content)
- C = Conclude your thinking
Use author's final point or quote, restate your premise or conclusion and indicate importance or impact, report what you proved, call to action, a question you are left with, or a possible solution to a problem

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Completion Thinking Frames

- ▶ Use sentence frames for analytic thinking
- ▶ Add justification where appropriate
- ▶ Focus on:
 - Parts to whole relationships and whole to parts
 - Similarities and differences
 - Compare and contrast
 - Cause and effect
 - Justify, cite reason, specify how you arrived at that thought or conclusion
- ▶ Increases rigorous thinking required by the new standards and assessments.
- ▶ Works well to scaffold better writing for struggling learners

Completion Frames for Thinking

Suggested Protocol for Teaching Completion Frames for Thinking

1. Model the completion for thinking sentences for your students. Share several examples, model use of notes or resources, model a great dialog, and model the completed sentence.
2. Create a picture or example for each blank or an example, have students put into words. Teacher models, students help by offering suggestions.
3. Give students first part of sentence and have them finish it from their notes, word walls or other resources. Students may work with a partner. Share examples.
4. Have students work with a partner to create an example together. Share examples.
5. Have students independently create a completion frame for thinking.
6. Given this scaffolding an practice you can now use completion frames for closings, frames or finishing statements for graphic organizers, review for quizzes, on quizzes to check for level of thinking about the content.

Examples of Completion Frames for Level 2 and Level 3 Thinking


When _____, then _____.	Since _____, then _____.
_____ depends on _____.	If _____ is to _____ then _____ is like _____.
_____ is a Function of _____.	This _____ reminds me of _____ because _____.
_____ is a part of _____.	Because/Since _____, I predict _____.
If _____, then _____.	Adding _____ to _____ changes _____.
If _____ is true then _____ is false.	My conclusion supports _____ because _____.
If _____ is false, then _____ is true.	If ----would not have occurred, then _____ would be different, because _____.
_____ makes _____ do _____.	I believe _____ was justified for _____ because _____.
If _____ then _____ because _____.	While _____ was occurring, _____ was being affected by _____.
If you change _____, _____ will happen	_____ might have been prevented, if _____ instead of _____.
_____ is the same as _____ because _____.	Given these conditions _____, _____, _____ the outcome would be _____.
_____ happens because _____	_____ (History) changes during _____, because _____.
This _____ is like me (or my family) because _____.	If I were in _____ position I would _____ because _____.
I know _____ because it makes sense that _____.	_____ caused _____ because _____.
If you take _____ out/away/off _____ will happen.	_____ was the most important factor of _____ because _____.
If _____ was used as _____ then _____.	
_____ is the opposite of _____ because _____.	
_____ adapts to _____.	
If _____ is less than/greater than _____ then _____.	

6. Next Steps

Your possible "to do" list:


- Implement what you learned today about the brain and learning all during the coming school year.
- Select two or more strategies to get you started with brain based learning and content based literacy instruction

Students who can read, write, speak, and listen with rigor and relevance can do anything given a caring environment!



Kuzmich, 2011 34

May Your Moments be Many!



"Educators are addicted to the moment when a student's eyes light up, when the teaching becomes learning. May your days be filled with such moments."

Philip Patrick Horenstein

Kuzmich, 2011 35



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Guide to Expository Short Constructed Responses©



With Lin Kuzmich
2011, updated April 2012

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Expository Short Constructed Responses

Quality Indicators for Grading

Standard Paragraph Form	Explain or Describe	Summarize	Analyze	Persuade or Defend	Evaluate or Justify
<p>A = Address the Prompt Use the verb and/or key noun (or a synonym) from the prompt in you topic sentence or thesis statement.</p>	<p>Student states what they were explaining or describing.</p>	<p>Student states the main idea or topic.</p>	<p>Student conveys what is being compared or can identify the causes and effects or state what the analysis will include.</p>	<p>Students state the issue or what was controversial with clarity in the thesis.</p>	<p>Students state what the justification or evaluation topic is about with clarity.</p>
<p>B = Back it Up Cite evidence, use data, use quotes use big ideas and details, use research, or examples.</p>	<ul style="list-style-type: none"> • Student includes the important steps or details. • Students convey enough explanation or description so that an audience could understand or be able to picture what was explained or described. 	<p>Student includes the most important information or supporting details about this topic.</p>	<p>Students describe important evidence, facts, comparisons, data, research, causes or effects.</p>	<ul style="list-style-type: none"> • Students express a viewpoint and support the evidence presented with quotes, research, data, or other sources. • In defense based SCRs (not persuasive) students also state why the other point of view is wrong using evidence. 	<ul style="list-style-type: none"> • Students state examples to show clear thinking. • Students describe where they got their thinking to show accuracy of assumptions. • Students thinking match the prompt and criteria are relevant to the issue or topic. • Students show logical connections a clear sequence or the parts and big idea match.
<p>C = Conclude your Thinking Restate your premise or conclusion and indicate importance or impact, report what you proved, end with what the author said last, a question you are left with or a possible solution to a problem.</p>	<p>Students convey the purpose, a tip or final observation, or importance of the explanation or description.</p>	<p>Students conclude using one of the following:</p> <ul style="list-style-type: none"> • Connect the main idea and supporting details • Restate the authors' conclusion in their own words • End with a great quote from the author and why the quote is important • Add an important idea to the topic stated in the first sentence. 	<p>Students draw an evidence-based conclusion.</p>	<p>Students use the evidence to convince the intended audience that his/her viewpoint was valid.</p>	<p>Students draw a valid, reasonable and/or logical conclusion for the justification or point of view in the evaluation or justification.</p>

Directions for Teaching Expository Writing, Thinking, Speaking, and Drawing

Explain and Describe

Diagnostic – How to Grade and Evaluate:

1. Did the student state what they were explaining or describing?
2. Did the student include the important steps or details?
3. Did the student convey enough explanation or description so that an audience could understand or be able to picture what was explained or described?
4. Did the student convey the purpose or importance of the explanation or description?

Scaffolding Writing or Speaking for Explanatory and Descriptive Thinking

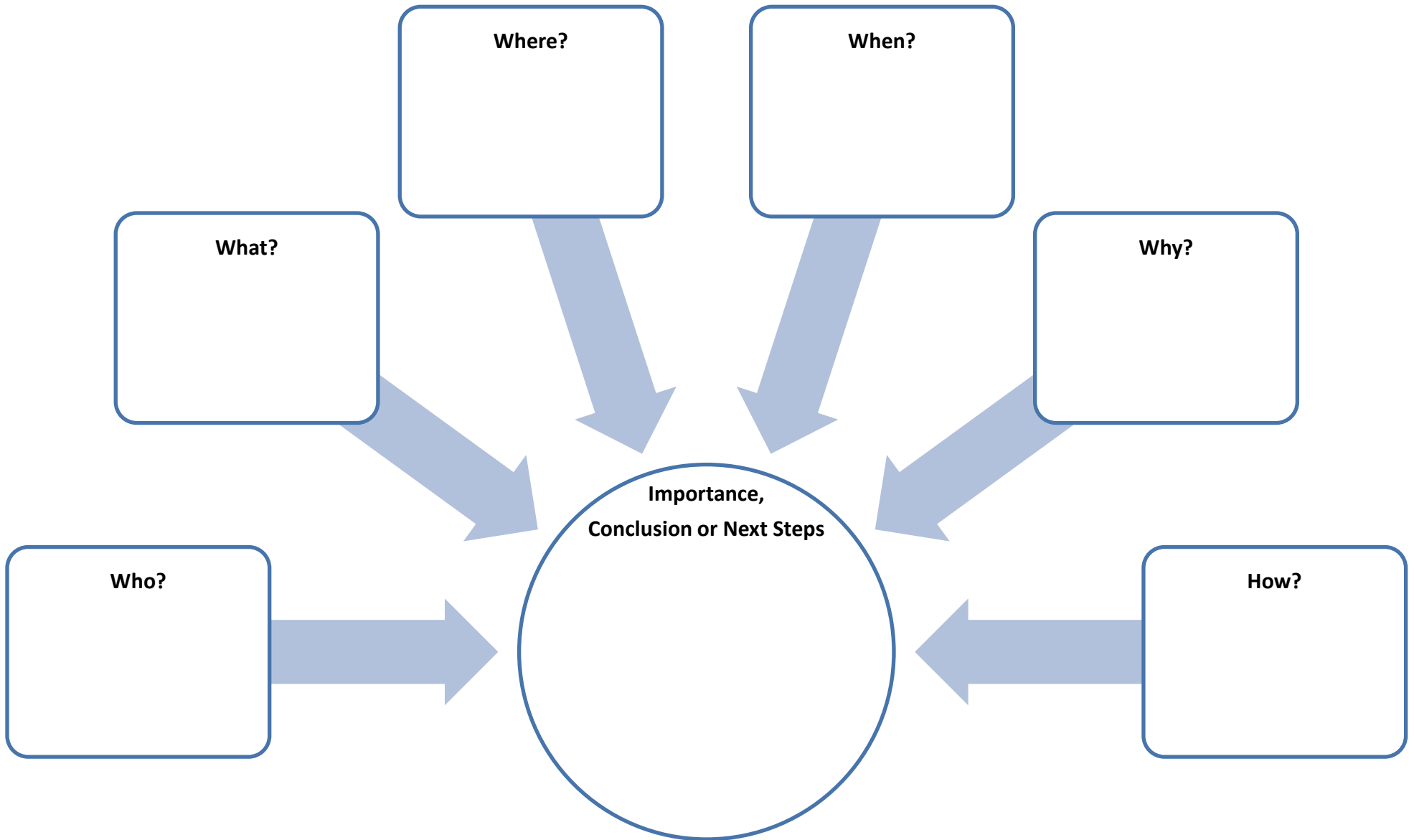
Have students:

- Draw a picture prior to writing a description
- Check for background information and vocabulary
- Sequence what you are explaining or describing so an audience can follow your thinking more easily
- Orally explain a visual such as a picture
- Orally explain or describe your thinking about something relevant
- Group common descriptive elements into categories such as color, texture, purpose, etc.
- Note patterns, sort and label categories
- Define concepts in your own words

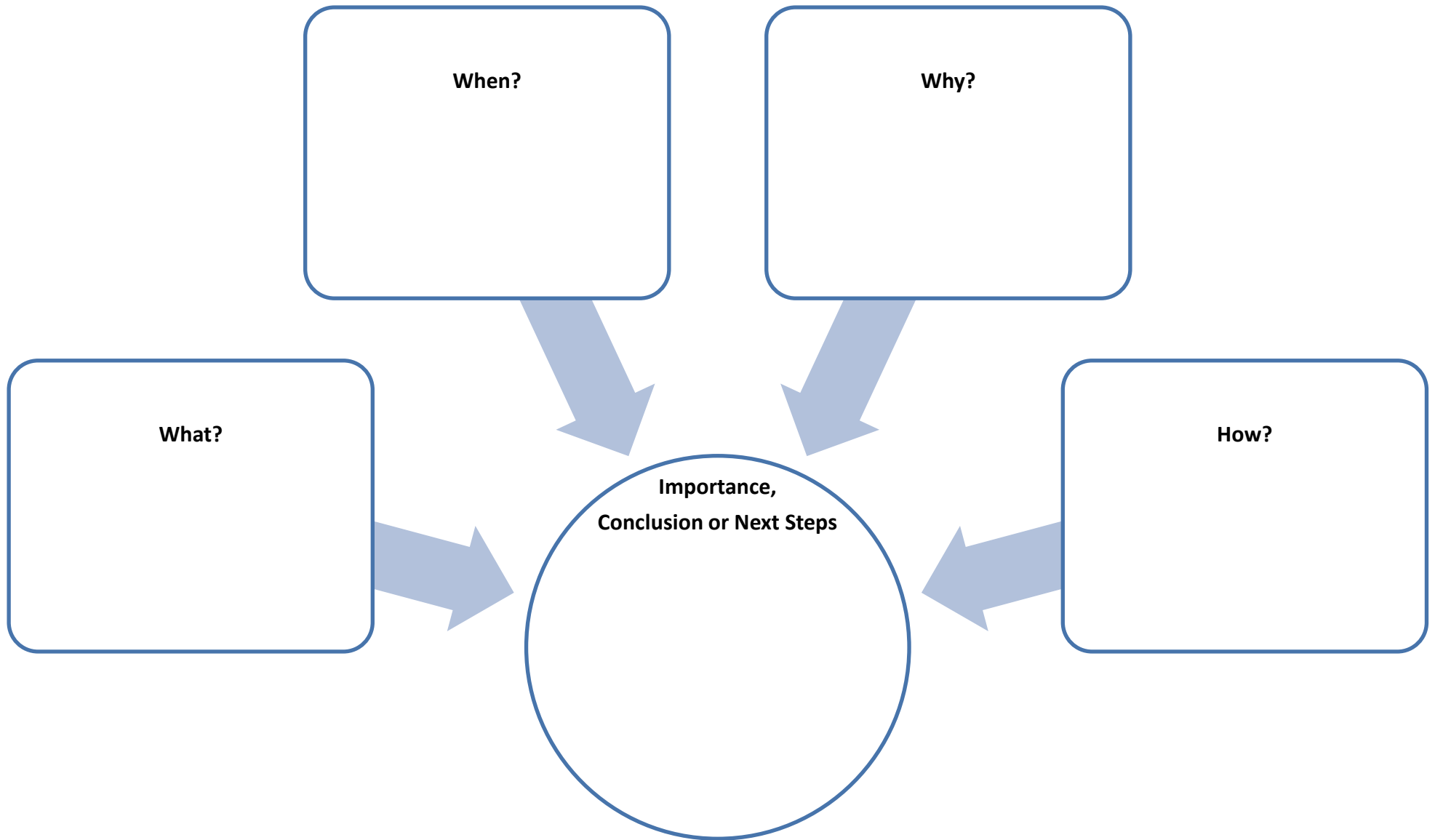
Tips for At Risk Learners

- Use some sort of visual material or idea to teach this type of thinking
- Use sequence maps prior to writing if explaining steps or other graphic organizers as appropriate to organize thinking before writing
- Provide a chart of descriptive elements or words or have students brainstorm those words with you. The whole class can use this as a word bank when writing.
- Teach a process, explain thinking to another student such as a game, how to make something or do something relevant to the student
- Create your graphic organizer with a partner prior to writing and rehearse what you will write with your partner. For example use your graphic organizer to tell your partner what your introductory sentence will be and then write it down.
- Add relevant context or content to increase memory.

Explain and Describe Graphic Organizer for Grades 2-12 – Teachers can eliminate any boxes that do not pertain



Start your topic sentence with the answer to “what or why.” End your paragraph or paper with what you put in the circle. Use the rest of the information to support the answer to the “what or why” of the information you are explaining or describing.



Start your topic sentence with the answer to “what or why.” End your paragraph or paper with what you put in the circle. Use the rest of the information to support the answer to the “what or why” of the information you are explaining or describing.

Sequence Map for Writing a Step-by Step Explanation or Description ¹⁹

What are we explaining or describing?	<ul style="list-style-type: none">●●
Step One	<ul style="list-style-type: none">●●
Step Two	<ul style="list-style-type: none">●●
Step Three	<ul style="list-style-type: none">●●
Add a tip or suggestion to conclude	<ul style="list-style-type: none">●●

Now write your explanation or description in a paragraph:

Directions for Teaching Expository Summary Writing, Thinking and Speaking

Summarize

Diagnostic – How to Grade and Evaluate:

1. Did the student state the main idea or topic?
2. Did the student include the most important information or supporting details about this idea?
3. Did the student do one of the following for the conclusion to the summary:
 - a. Did the student show how the main idea and the supporting information are related?
 - b. Did the student restate the author's conclusion in their own words?
 - c. Did the student end with a great quote from the author and why the quote is important?
 - d. Did the student add an important idea to the topic stated in the first sentence?

Scaffolding Writing or Speaking for Explanatory and Descriptive Thinking

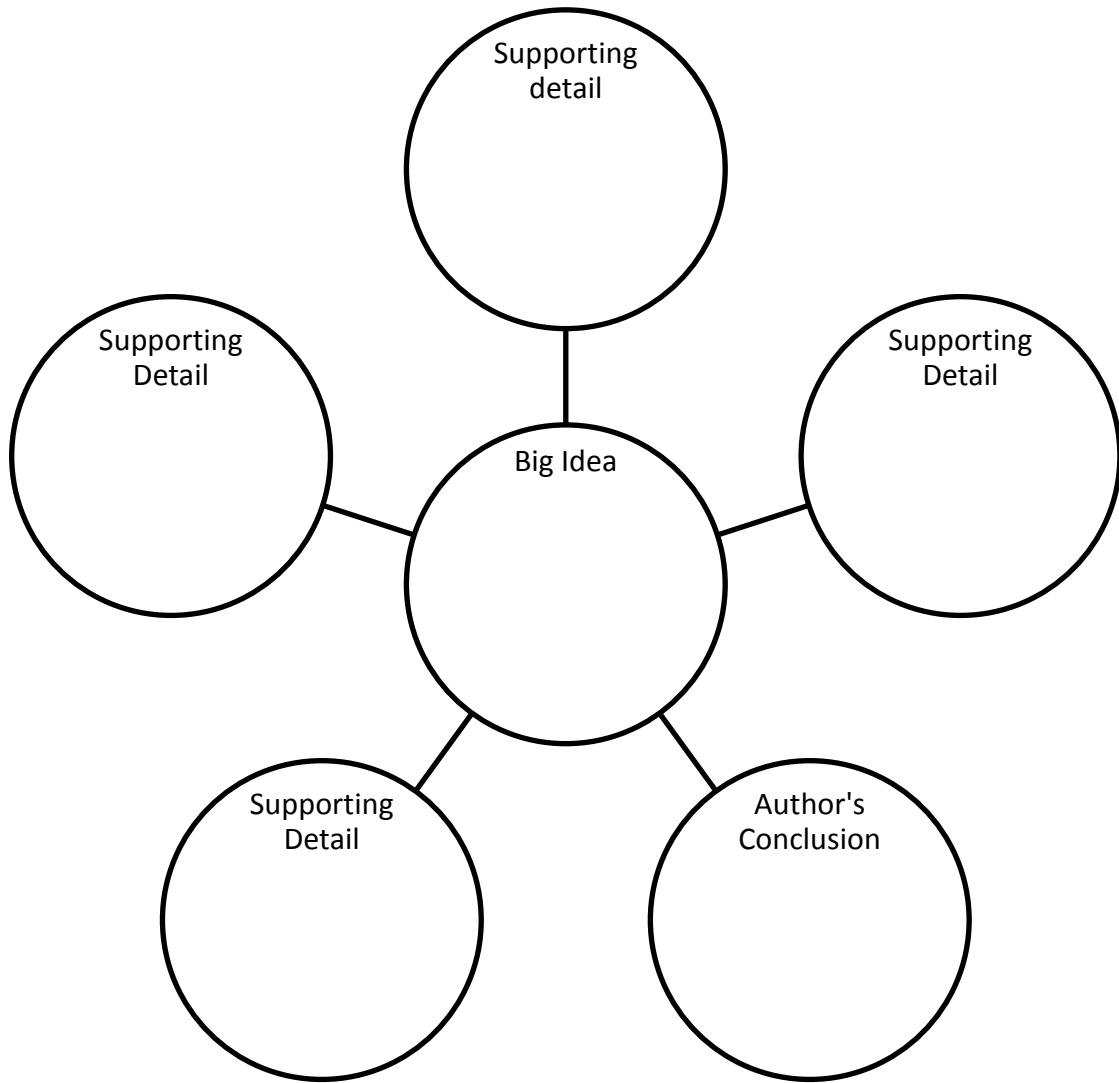
Have students:

- Sequence
- Retell
- State the main idea verbally
- Orally paraphrase the relevant facts or pieces of text prior to summarizing
- Tell how the text or media or material ends and why
- Match models of summaries to actual text or sources – give students three articles or pieces of expository text and three summaries. Then have students justify which summary goes with each article and why?

Tips for At Risk Learners

- Try starting a written summary with a conclusion first at the bottom of the paper, then the topic sentence and last add details when writing a summary. For some students this will create better result.
- Use visual materials such as greeting cards, picture books, websites, charts, maps, tables, graphics, comics or video clips to state teaching summary thinking before using plain text.
- Use graphic organizers to take notes and use for writing
- Color highlight materials that need summarizing or label visuals
- Use relevant or real world text to engage students

Web a Summary



Now write your summary here:

Directions for Teaching Expository Analysis Writing, Thinking and Speaking

Analyzing

Diagnostic – How to Grade and Evaluate:

1. Did the student know what things are being compared or can identify the causes and effects?
2. Did the student list important evidence, facts, comparisons, causes, and effects?
3. Did the student draw an evidence-based conclusion?

Scaffolding Writing or Speaking for Analytic Thinking

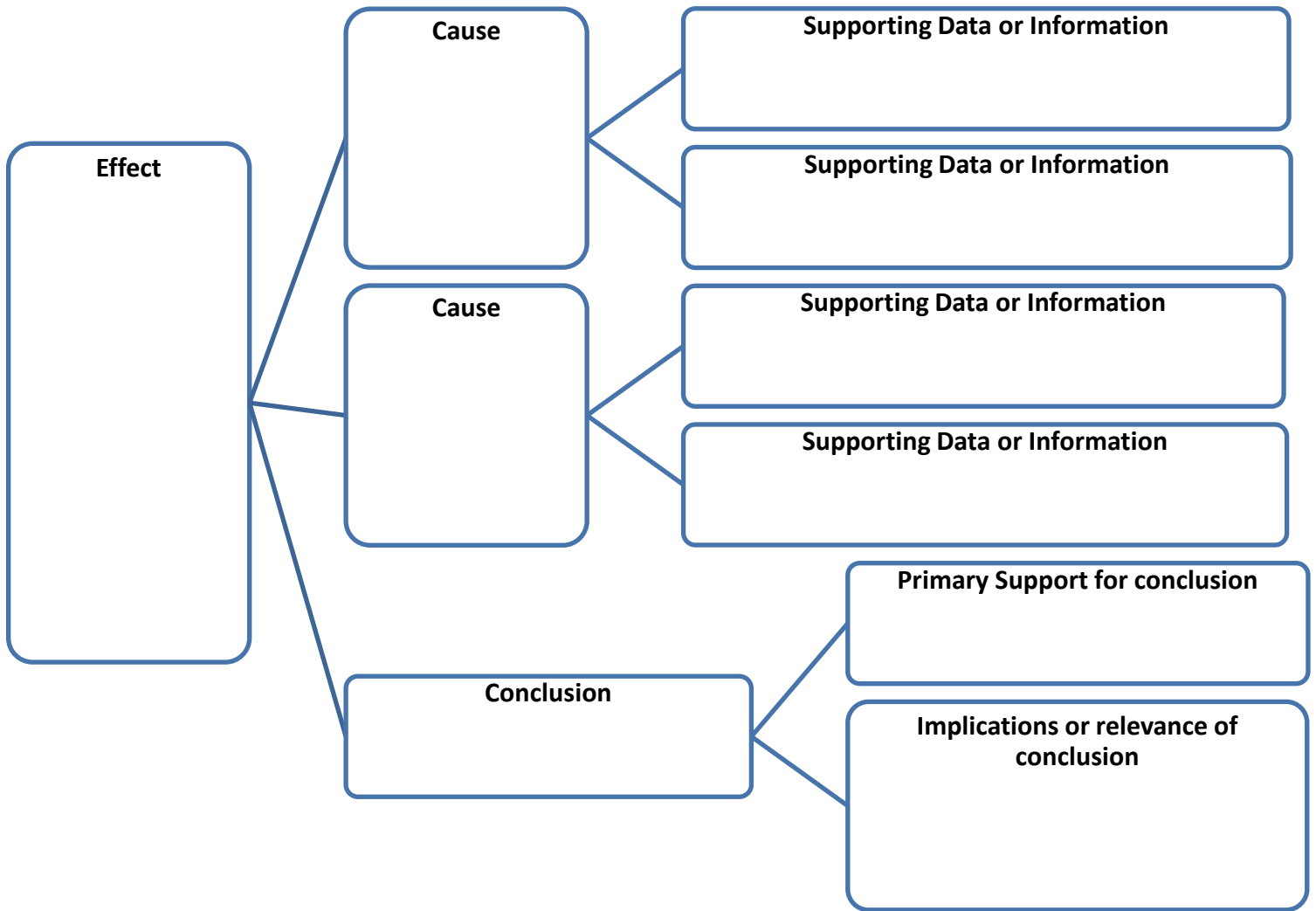
Have students:

- Patterns
- Same/Different
- Compare/Contrast
- Analogies
- Cause/Effect
- Complex Inference
- Data analysis or analysis of information in graphical forms
- Literary analysis as applicable to fiction
- Authentic document analysis
- Survey and analysis
- Subdivide or construct from parts

Tips for At Risk Learners

- You will need two or more elements, parts or things to compare
- Data charts work great to teach this skill
- Try using double or triple Venn diagrams or other compare and contrast templates, Cause/Effect graphic organizers, and data analysis graphic organizers
- Sort items and apply category names using such strategies as Affinity Sort, Semantic Feature Analysis or Note-Taker

Expository Organizer for Analysis



Write your analysis paragraph or short response:

Complex Analysis of Scientific, Mathematical, or Other Numerical Data – Secondary Level Graphic Organizer

What are you describing?

What does your data look like in graph form visually?

What measures of central tendency such as mean, median or mode are relevant or present?

What measures of discrepancy such as range, variance or standard deviation do you note?

Cite your major conclusions in terms of answering the question posed by the data or the hypothesis.

Now write your completed analysis from the answers to the questions above. Use the first question as your introduction and the last as your conclusion.

Analysis of Scientific, Mathematical, or Other Numerical Data

What are you describing?

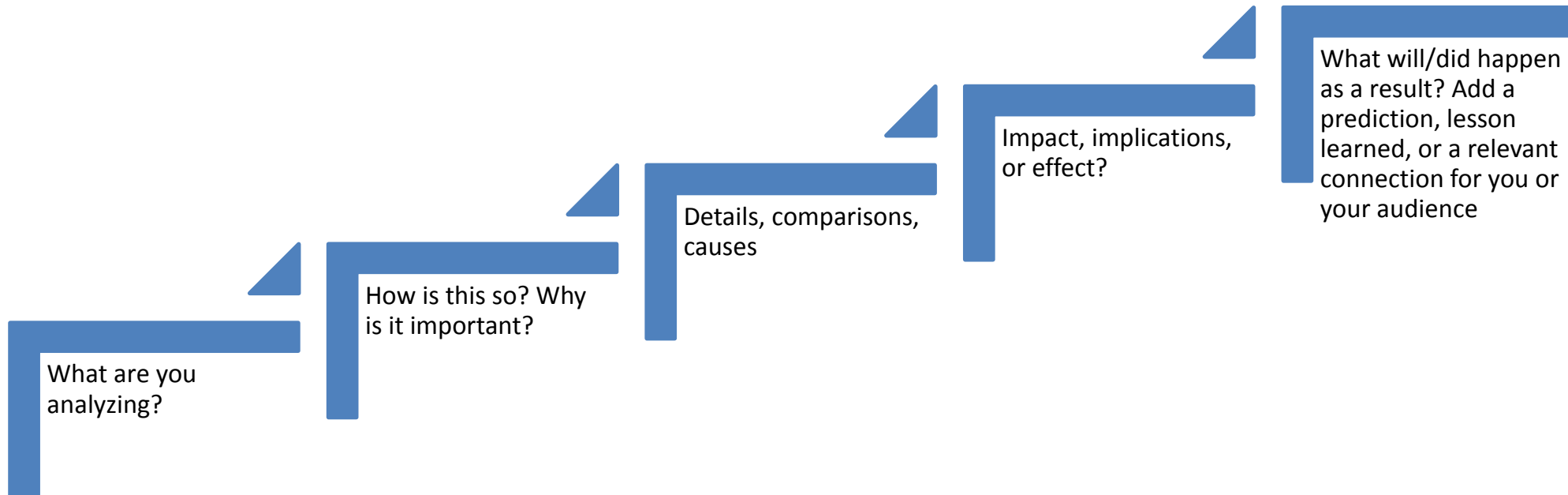
What does your data look like in graph form visually?

What trends do the data show and what visual relationships can you see?

Cite your major conclusions in terms of answering the question posed by the data or the results.

Now write your completed analysis from the answers to the questions above. Use the first question as your introduction and the last as your conclusion.

Writing an Analysis with Elaboration



Use these steps to guide your analysis. Use strong verbs and descriptions. Use multiple sources, quotes or other evidence to make your point if applicable.

Inference/Proof Notes: What do you infer?

What is your inference, guess or estimate?	What is your proof?

Directions for Teaching Expository Persuasive Writing, Thinking and Speaking

Persuading or Defending

Diagnostic – How to Grade and Evaluate:

1. Did the student state the issue or what was controversial with clarity?
2. Did the student express a viewpoint and support it?
3. Did the student use evidence to convince the intended audience that his/her viewpoint was valid?

Scaffolding Writing or Speaking for Persuasive Thinking

Have students:

- Identify the audience
- Describe the characteristics of audience in relationship to topic
- Verbalize the issue
- Know opinions versus facts
- Identify what constitutes evidence and what is irrelevant to the issue
- Write or speak from your own point of view unless prompt directs otherwise or states an audience

Tips for At Risk Learners

- Identify the audience and characteristics first. Define what they might want or be persuaded by and then write to or for that audience.
- Practice out loud with a partner before any writing.
- Listen to, watch and role play persuasive examples or examples where people defend a point of view.
- Commercials, commercial websites, and ads are great for teaching about audience and this type of thinking. So are political ads, debates, speeches.

Your Persuasive Prompt is:

	Your Notes or Initial Thoughts
A. What is your claim or Position? (Thesis)	
B. Why are you right? Use evidence, data, quotes, or other research.	
C. Why is your viewpoint critical, important or unique?	
Write your paragraph here from your notes:	

Defending Your Position or Argument – Bridge Method

Follow this sequence to create your brief (4 sentence) argument or to defend your position.

Prompt:

1. What do you think is right?

2. Why are you right?

3. Why is the other way or answer wrong?

4. Why should other people care about this or what should they do about it?

Write your paragraph from your notes:

Defending Your Position or Argument – The 6 Step Cicero Method

Follow this sequence to create your brief (8 sentence) argument or to defend your position.

1. Hook

- Who is your audience?
- Use logic, humor, emotion

2. Contention, Claim, Thesis

- What is your contention, claim or thesis?
- What is the reason for contention

3-5. Proof

- Why are you right?
- What is your proof?

6. Wrong Point of View

- Why is the opposing view wrong?

7. The Big Reason

- What is the biggest, most important or significant reason you are right?

8. Appeal

- Call to action or emotional appeal to your audience

Directions for Teaching Expository Justification or Evaluative Writing, Thinking and Speaking

Justifying or Evaluating

Diagnostic – How to Grade and Evaluate:

1. Did the student state what the justification or evaluation topic is about with clarity?
2. Did the student state examples to show clear thinking?
3. Did the student describe where they got their thinking to show accuracy of assumptions?
4. Did the student's thinking match the prompt and is it relevant to the issue or topic?
5. Did the student have a sequence or do the parts and the big idea match so the student shows logical connections?
6. Did the student draw a valid conclusion for the justification or point of view in the evaluation?

Scaffolding Writing or Speaking for Persuasive Thinking

Have students:

- Orally practice self-evaluation
- Give students models and ask them to compare the model to their work
- Ask students to judge someone else's work or thinking using a criteria
- Have students brainstorm possible solutions or answers
- Have students show clarity, accuracy, relevancy and logic
- Students note if the response is reasonable
- Students set a criteria for good evaluation

Tips for At Risk Learners

- Use graphic organizers that help students see the relationships between the parts and whole or the big idea and the parts
- Use real world examples to practice judging results against a criteria like videos or found print material in the home or community
- Role play possible solutions that fit the problem or issue
- Provide practice opportunities for clear thinking using examples, describing where ideas came from, matching answers to a prompt, and understanding parts to whole relationships

Justify Your Answer (Math)

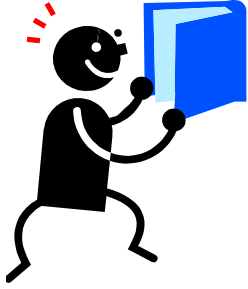
Use this graphic organizer to write your justification. Write your notes under the boxes. Then create a short paragraph in the box at the bottom of the page.

Solve the problem and show your work here:



Write your justification in the box below.

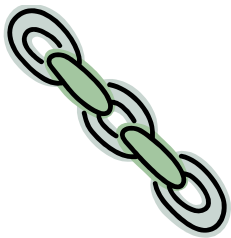
Inferential Thinking



I read or I see...



I think....



Therefore, ...

Making a Decision

Options or Choices	Criteria				

Based on your criteria, what option did you choose? Why?

GRAPHIC ORGANIZER FOR: iREAP ■

<i>Steps</i>	<i>To Do</i>	<i>Response</i>
1. READ	What is the author's basic message? Use a phrase or two from the author.	
2. ENCODE	Put that main message into your own words in one or two complete sentences.	
3. ANNOTATE	Analyze this message from at least three points of view. Yours and two people involved in this assignment or text.	<ol style="list-style-type: none"> 1. 2. 3.
4. PONDER	Read your response to others in the group or class and read their responses. How are the rest of the group members' responses the same or different from yours?	
5. INTERNET SOURCES	Cite your Internet source if that is what you used. Why is this piece of information an authentic source?	

ABOUT LIN KUZMICH

Lin Kuzmich is an educational consultant and bestselling author from Loveland, Colorado. She served Thompson School District in several roles as the Deputy Superintendent, Executive Director of Secondary and Elementary Instruction, Director of Professional Development and she was a building principal for nine years. Lin's school was named a 2000 winner of the John R. Irwin Award for Academic Excellence and Improvement. In addition, for the past decade she was involved in staff development through several universities and the Tointon Institute for Educational Change. Lin served as an Adjunct Professor and Instructor at Colorado State University and University of Northern Colorado in the Principal Preparation Programs. She is a Senior Consultant for the International Center for Leadership in Education. Lin also provides training and consulting to school districts around the country and presents at numerous national and international conferences. Lin Kuzmich can be reached at 970-669-2290 (home/office) 970-203-4176 (cell) or kuzenergy@gmail.com and her website is www.KuzmichConsulting.com

Lin's additional experience includes: Assistant Director of Special Education (1988-1991); Vision Specialist and Reading Teacher for Thompson School District (1979-1988). She also taught high school reading, high school and middle school English/Language Arts, K-12 special education and 4th - 6th grades for Denver Public Schools (1974-79). Lin earned the *Teacher of the Year Award* for Denver Public Schools in 1979 and was *Northern Colorado Principal of the Year in 2000* for Colorado Association of School Executives.

Lin currently works with schools and districts across the country that are struggling to meet the needs of diverse learners, the requirements of AYP and the changing educational practices needed for the future success of our students. Lin's work with schools improves achievement results for students and increases the capacity of staff. Lin is passionate about helping educators prepare today's students for a successful future.

Lin's Publications:

- Stretch Learning Handbook- With Units and Strategies Aligned to Common Core State Standards (2011) International Center for Leadership in Education
- "Manage the Molehill Before It Becomes a Mountain: Keeping Parent Interactions Productive for Students" in Leadership for Family and Community Involvement Edited by Cole, Blankstein and Houston for the Soul of Leadership Series (2010) Corwin Press
- Stretch Learning: Rigor and Relevance for an Unpredictable World (2010) International Center for Leadership in Education. (Multi-Media Kit)
- Student Team That Get Results: Teaching Tools for the Differentiated Classroom (2010) Corwin Press, co-author Gayle Gregory.
- "Test Preparation Strategies that Have High and Quick Payoff," (March 2010) Successful Practices Network Monthly Online Publication
- "Ensuring Access through Differentiated Instruction" in The Special EDge, Vol. 21, Num. 3 Summer 2008, co-authored with Dr. Willard Daggett
- Redefining Literacy in Grades 7-12: Strategies for Document, Technological and Quantitative Literacy (May 2007) International Center for Leadership in Education. (Multi-Media Kit)
- Teacher Teams that Get Results: 61 Strategies for Sustaining and renewing Professional Learning Communities (January 2007) Corwin Press, co-author Gayle Gregory. (Bestseller)
- "Redefining Literacy for the 21st Century," (2006a) Successful Practices Network Monthly Online Publication
- "Tips for Credit Recovery Programs," (December 2006b) Successful Practices Network Monthly Online Publication
- Differentiated Literacy Strategies for Student Growth Grades 7-12, (2005b), Corwin Press, co-author Gayle Gregory. (Bestseller)
- Differentiated Literacy Strategies for Student Growth Grades K-6, (2005a) Corwin Press, co-author Gayle Gregory. (Bestseller)
- Data Driven Differentiation in the Standards Based Classroom, (2004) Corwin Press, co-author Gayle Gregory. (Bestseller)
- "Taking Professional Care of New Teachers," CSDC Network News, October 2001.
- Data Driven Instruction, (1998) Colorado: CBOCES.
- Facilitating Teacher Evaluation in a Standards-Based Classroom, (1996) Colorado: CBOCES, Co-authored with Randy Zila, Linda Gleckler and Pete Denzin.
- "Neurophysiological Development: A Review for Educators," The Journal of Professional Studies, Vol. 5 No. 1, Feb. 1980.