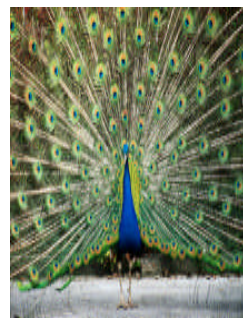


Reading and Writing

Are the Core Standards

Secondary Reading League Day of Reading

November 3, 2012



by

Katherine Wiesolek Kuta

People Search/Find Someone Who...

Find one person who fits each column. Record the person's name and short explanation.

Affective: Find someone who...

1. recently saw a live theater performance _____ Performance _____
2. has attended an interesting workshop or conference _____ Title/where _____
3. knows another person in the class _____ Name _____
4. has had another job or career other than teaching _____ Job _____
5. has taught less than one year _____ Where? _____
6. has taught more than 10 years _____ Where? _____
7. has read a good book recently _____ Title _____
8. loves to cook _____ Speciality _____
9. knows of a good restaurant near the workshop _____ Name _____
10. has been on a vacation in the last 2 years _____ Where? _____
11. has children under the age of 10 years old _____ How many? _____
12. has ever won anything _____ What was it? _____
13. was not born in Illinois _____ Where? _____

Cognitive – Find someone who...

14. can tell you what “metacognition” means _____ Def. _____
15. teaches in a content area other than English or reading _____ What? _____
16. can describe a pre reading strategy _____ Strategy _____
17. can describe a during reading strategy _____ Strategy _____
18. can describe a post reading strategy _____ Strategy _____
19. can describe a “writing to learn” strategy _____ Strategy _____
20. can describe a successful vocabulary strategy _____ Strategy _____
21. can explain how to teach “inferences” in the reading _____ Strategy _____
22. can name a reading researcher _____ Name _____
23. can share a tip for classroom management _____ Tip _____
24. uses a different teaching style other than lecture _____ Style _____
25. uses cooperative learning in the classroom _____ Form _____

Generalization:

Define:

Example:

Memory Cue:

Specific Detail of Support:

Define:

Example:

Memory Cue:



23B. STUDENT CONTENT PEOPLE SEARCH

Name: _____

Directions: Find a student who can define the term or explain the concept, record his or her answer, and write down his or her first name. Sit down when you finish, then highlight or circle the 5 main concepts that you need to study and remember for the future.

Chapter or Unit: _____ Pages: _____

1. Find a person who can define the term _____ 2. Define here: _____ _____ 3. Classmate's name _____	1. Find a person who can explain _____ 2. Explain here: _____ _____ 3. Classmate's name: _____
1. Find a person who can define the term _____ 2. Define here: _____ _____ 3. Classmate's name _____	1. Find a person who can explain _____ 2. Explain here: _____ _____ 3. Classmate's name: _____
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1. Find a person who can define the term _____ 2. Define here: _____ _____ 3. Classmate's name _____	1. Find a person who can explain _____ 2. Explain here: _____ _____ 3. Classmate's name: _____

(1 of 2)

Unveiled dinosaur 'would make an awfully good pet'

BY BAILEY DICK

Staff Reporter

bdick@suntimes.com

It has fangs, quills and a face only a mother could love, but local dinosaur hunter Paul Sereno's latest find would make the perfect pet.

"It would make an awfully good pet if you could train it not to nip," Sereno said.

In a report published Wednesday in the online journal *ZooKeys*, Sereno, a paleontologist at the University of Chicago, introduced *Pegomastax africanus*, the newest member of the *Heterodontosaurus* family of dinosaurs.

"I would describe it as a very Halloweenike parrot," Sereno said. "It had a freaky appearance, like a '60s dinosaur with a freaky hairdo."

Spanning only 2 feet in length and weighing less than the average house cat, *Pegomastax* was what Sereno calls "punk-sized."

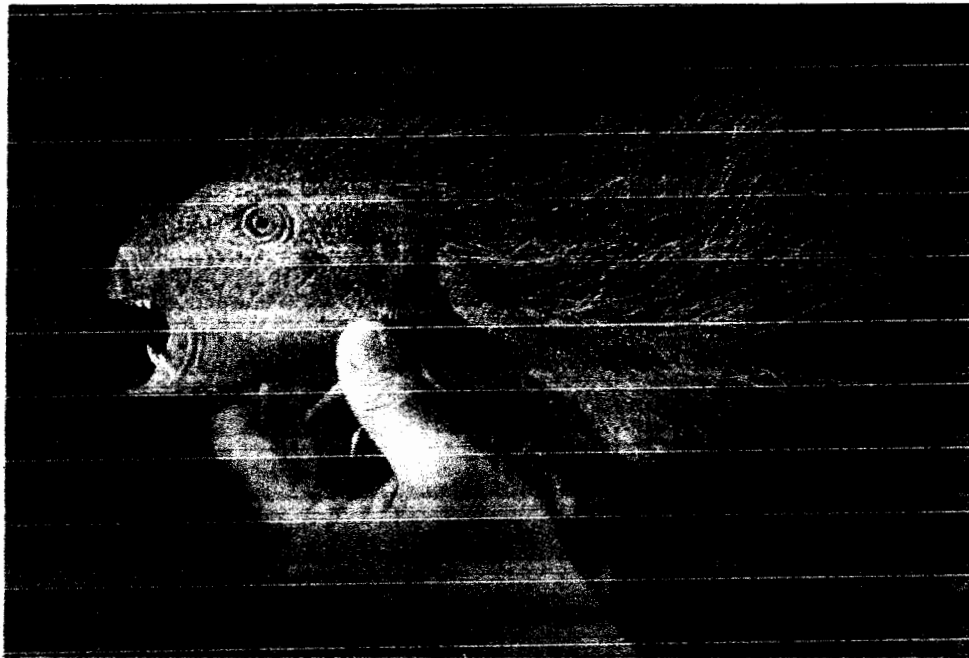
The tiny dino was covered in quills, much like a porcupine, and had fangs — something especially rare for a plant-eater like *Pegomastax*.

The new species sports a short, parrotlike beak used for picking up hard items like seeds, as well as a large pair of fanglike canines used for slicing plants.

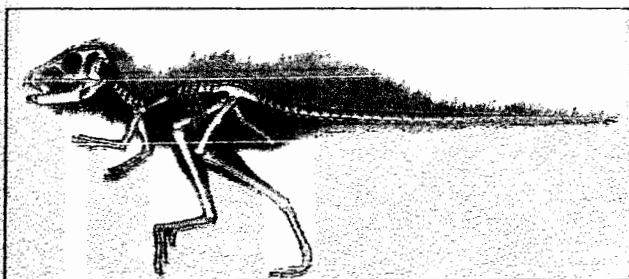
"The fangs give it a particularly curious look, but they were for nipping and fighting around mates. They're not meat-eating fangs," Sereno said. "You don't see this in herbivores, so they're very good plant eaters."

He said that *Pegomastax* was almost more birdlike than dinolike and was the life of the party.

"It's a little fidgety," Sereno said. "It had a wild social life and would have been interacting a lot. It was the



The *Pegomastax africanus* was a plant-eating dinosaur with tiny, 1-inch-long jaws. It was discovered in a collection of fossils at Harvard University by Paul Sereno, paleontologist and professor at the University of Chicago. | VIDEO STILL BY TYLER KEILOR, UNIVERSITY OF CHICAGO



A skeletal image of the dinosaur. It grew to about 2 feet in length and ranks as a dwarf in the dinosaur era. | ILLUSTRATION BY CAROL ABRACZINSKAS, PAUL SERENO, UNIVERSITY OF CHICAGO

small dino of the day."

Pegomastax lived about 200 million years ago — at the very beginning of the dinosaur era. Sereno's interest in the very first dinosaurs led to *Pegomastax*'s discovery at the beginning of a different era — the beginning of his own career as a paleontologist.

Sereno first spotted the dinosaur in a collection of fossils at Harvard University

about 30 years ago, when he was a graduate student at the American Museum of Natural History. Paleontologists brought the fossils, contained in hunks of rock, from a site at the border of South Africa and Lesotho.

"I was trying to decipher the earliest dinosaurs, and by far the earliest dinosaur in a few hours' drive was the skeleton at Harvard," Sereno said. "I was shown this col-

lection, and they pulled out that block and [I] knew instantly it was a new species."

Surprisingly, Sereno left the fossil at Harvard and didn't publish his findings until now.

"You know how life can be. I decided to find my own early dinosaurs," said Sereno, who went on to name numerous species of dinosaurs. "It was exposed for anyone to see, and no one named it. So I finally decided to put this report together."

Sereno, who is one of the National Geographic Society's Explorers-in-Residence, hopes to have another report published in the next year. And Sereno promises it might be even weirder looking than *Pegomastax*.

"I have one or two in my back pocket that will easily compete with this one," Sereno said. "We definitely have one weird one coming."

Learning to relax can be a lot tougher than it looks

Idle requires a strong sense of personal identity.

— Robert Louis Stevenson

Back, kick off your shoes and take a deep breath. Spend the afternoon reading a novel. Or a walk in the park.

How does it feel? If you're me, you probably feel a bit y. Let's talk about that.

Our culture, it's not OK to relax. We pack our days down until dusk with one after another. We operate a continually expanding never-ending list of things that must get done, but never a week, 365 days a year.

And then there are vacations, then there are vaca-



Ken Potts
That's Life

ing, swimming, hiking, fishing, browsing, etc. ... Or we travel to a distant city or country and race from museum to restaurant to shop to nightclub.

It's not too surprising that most of us come home from

take vacations. We rush to a campground where we live according to a schedule crammed full of things we should do to relax — sightseeing,

vacation more tired than when we left. Some rest!

We've talked before about whole person health. We've discussed how proper diet, regular exercise, adequate sleep, interpersonal intimacy, mental stimulation and spiritual awareness, for example, are all important to our overall health.

Relaxation is just as important. When we relax we recharge our batteries. We step back and are able to distinguish the forest from the trees. And our renewed energy and broader perspective help us to get the most out of what we do.

As with all our health needs, when we ignore our need to relax, when we burn our

candle at both ends, we will sooner or later pay a price. We will burn ourselves out physically, emotionally, relationally and spiritually.

We also lose sight of a good deal of what makes life worthwhile. We are so busy that the beauty in this world and in people gets lost in the rush. We perpetually feel as though we've missed something, because we have.

Ironically, despite our efforts, we also wind up sacrificing quality for quantity. We are often mediocre in what we do because we can't take the time, or don't have the energy, to do it well. We miss the satisfaction of a job well done.

All that seems so obvious

that we've got to wonder why we so consistently ignore it. In his comment that opens this column, Robert Louis Stevenson offered us a valuable insight.

Relaxing, as we noted, goes against the grain. People might think we are lazy, unambitious, unproductive. And our "cultural imperative" toward hyperactivity is so ingrained that we often begin to doubt ourselves as well.

To say "no" to the pace that our culture encourages does, as Stevenson suggests, require a good deal of self-confidence. We are suggesting that we know better. We are proposing that we deserve regular "timeouts." We are

insisting our worth as persons is not simply a function of how much we do. That's not an easy stand to take.

There are no good reasons not to take time to relax. Quite the contrary, there are myriad excellent reasons why we should. So, of course, we are all going to start scheduling "timeouts" for ourselves on a daily basis.

Well, maybe that's a little ambitious to start with. How about this: take 15 minutes tonight and just let yourself relax. Do it again tomorrow night. Then perhaps try a couple of "timeouts" per day. And a weekend hour or two. See what happens. Relax — grant yourself permission.

legislative districts

Part 2: Reading and Writing to Learn, Involving Affective and Cooperative Learning(Cont.)

23A. Student People Search: "Get to Know Your Classmates"	105
23B. Student Content People Search	107
23C. Generalization vs. Detail	109
24A. Cooperative and Affective Learning: Share an Idea and Get an Idea	112
24B. Cooperative and Affective Learning: Share an Idea and Get an Idea Using Notes	113
24C. Record of Ideas from Student Sharing	114
25. Affective Reading and Writing Survey	116
26. Parent-Child Questionnaire	118
27. Writing: Positive Messages	122
28A. Jigsaw Note Sheet	125
28B. Cooperative Learning: Sharing Information	126
29. Cooperative Learning: Information Poster	129
30. Reading Critically	131
31. Finding a Poem to Connect to Self, Text in Class, or the World	133
32. Understanding a Magazine Article	136
33. Creating an Informational Bookmark	139
34. Reading and Writing Using <i>Newsweek</i>	142
35. Reading and Writing Using <i>Reader's Digest</i>	144
36. Reading for Information	148
37. What I Learned by Reading _____	150
38. Using a Visual to Create and Write a Story	153
39. Using Music and Dance to Learn	156
40. Promotional Ad Poster	159



Part 3: Writing to Learn - KUTA'S GRAPHIC ORG.

41A. Two-Column System of Notetaking	165
41B. Notetaking to Learn and Remember	166
42A. Writing to Learn: Notetaking Foldable (Outside)	168
42B. Notetaking Foldable (Inside)	169
42C. Writing to Learn: Notetaking Foldable	171
43. Writing to Learn: Processing Information Boxes	174
44. Writing to Learn: Daily Reflections	176
45. Writing Poetry	178
46. Writing to Learn: The Power of Three	180
47. Writing to Learn: Facts vs. Opinions	183
48. Writing a Memo for Communication	185
49. Writing an E-mail for Communication	187
50A. Writing to Learn: Writing a Want Ad	190
50B. Writing to Learn: Writing a Want Ad for a Specific Job	191
51. Writing to Learn: Say It with Pictures	193
52. Writing a Friendly Letter to a Pen Pal	197
53. Letter to Next Year's Class	199
54. Formal Writing Checklist	201
55A. Writing Plan—Formal Writing: Persuasion/Argumentation	204
55B. Writer's Circle: Peer Editing	207
56. Formula for Writing for a Timed Essay Writing Test	209
57. Writing to Learn: Writing for a Younger Audience	212
58. Writing to Learn: Paraphrasing	214
59. Writing: Summarizing	217
60. Writing a Letter of Self-Evaluation	219

How the Standards Support Career and College Readiness?

Key Cognitive Strategies for Career and College Readiness

- **Problem formulation**
 - **Research**
 - **Interpretation**
 - **Communication**
- **Precision and Accuracy**

*** "To succeed with key content and key cognitive strategies, students need proficiency in a range of academic learning skills and behaviors."

David T Conley, "Building on the Common CoreEd", Leadership/March 2011.

Students need to...

- GOAL SET
- THINK
- WORK IN TEAMS COLLABORATIVELY AS WELL AS INDIVIDUALLY
- BE CREATIVE
- PROBLEM SOLVE
- SELF REFLECT
- BE AWARE OF TIME MANAGEMENT

Task!

You are now a team member of the SRL CC Company and we have a customer who has requested that we present a marketable consumer product before the end of this session. Your team will have 30 seconds to present your ideas.

Team:

Product:

Usefulness:

Rationale:

"While engaged in solving problems, students must generate and test hypotheses related to the varying solutions they propose. These activities result in divergent thinking and exploring possibilities."

Marzano, Pickering, and Pollack, 2001

“Teaching Genre with Purpose”

Nell K. Duke, S. Caughlan, Mary M. Juzwik, and N. M. Martin

Educational Leadership, March 20, 2012, ASCD

True or False

1. “Students should read and write in school for the same purposes for which people read and write outside school.”
2. “Your reading processes vary by genre. Reading is genre-specific.”
3. “Teach genre-specific strategies.”
4. “...put genre with purpose at the core of your curriculum.”

Purpose of ...

Narrative genre _____

Dramatic genre _____

Persuasive genre _____

Informational genre _____

Types of Genres – Writing

Type	How do you know?	Genre Specific Descriptors
------	------------------	----------------------------

Narrative		
-----------	--	--

Expository		
------------	--	--

Persuasive		
------------	--	--

Other		
-------	--	--