

Florida Council of Language Arts Supervisors
September 27, 2018

WELCOME!

today's presenter:



Alan Sitomer

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 [@alansitomer](https://twitter.com/alansitomer)

Why has attention decreased?

Anyone care to guess the primary culprit?

Yep... technology.





**Evan Williams, a founder of
Twitter, says that in lieu of
iPads, their two young boys
have hundreds of books (yep,
physical ones) that they can
pick up and read anytime.**



Chris Anderson

“My kids accuse me and my wife of being fascists and overly concerned about tech, and they say that none of their friends have the same rules,” he said of his five children, 6 to 17. “That’s because we have seen **the dangers of technology** firsthand. I’ve seen it in myself, I don’t want to see that happen to my kids.”

What do these folks know?

The same thing most of us have felt for a long time in our gut.

**Young people
need to develop non-technological skills
in order to be successful.**

Intellectual STAMINA

Intellectual STAMINA

Can you *mud wrestle* with a challenging problem for an extended period of time with **focus**, **persistence**, **resiliency**, **adaptability** and **concentration**?

**Without Intellectual STAMINA there is
little chance of being successful on...**

FSA

ACT

SAT

SBAC

ALL STATE TESTS

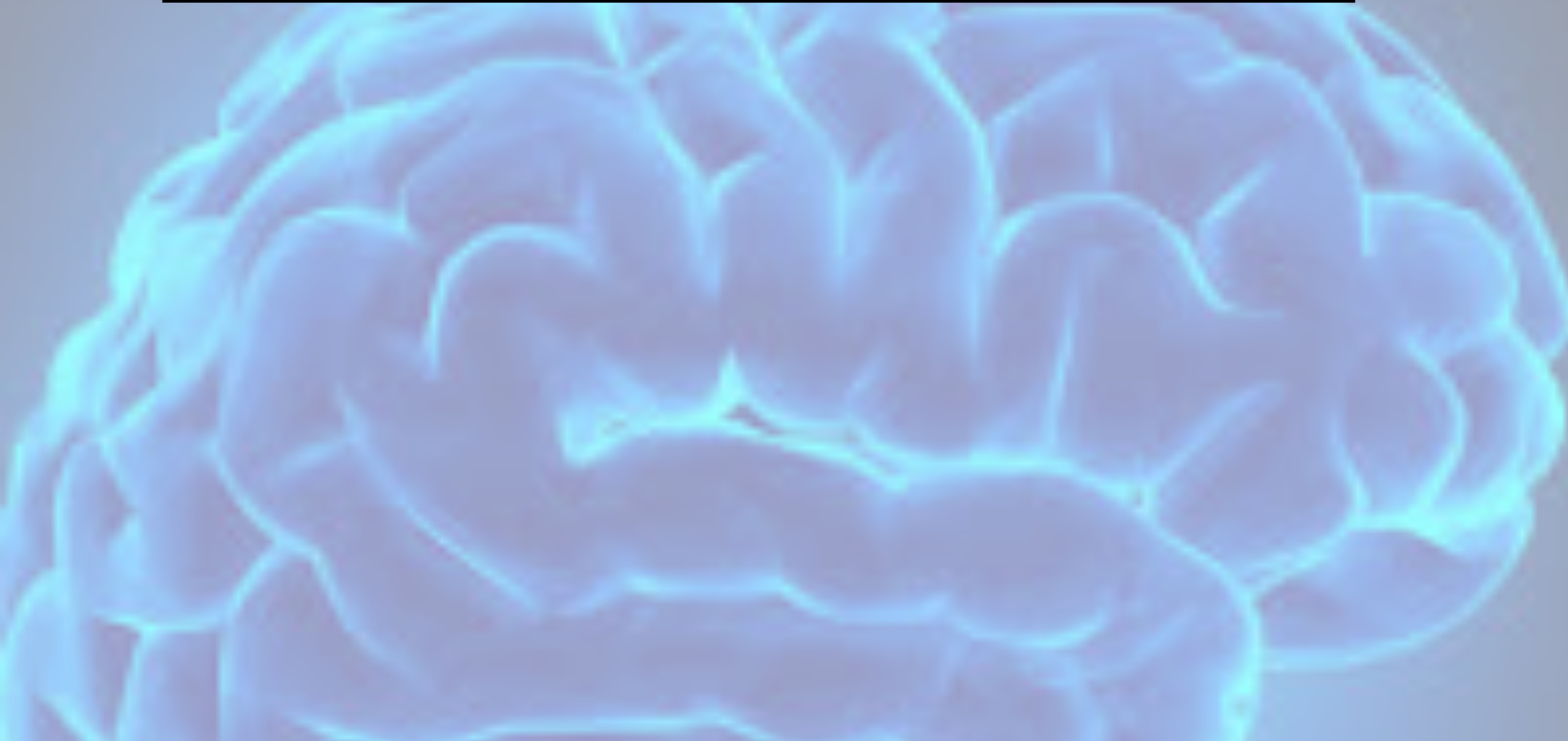
and so on...

So how do we build Intellectual STAMINA?

The research is pretty clear...

Reduce multi-tasking.

Brain research clearly says that multi-tasking is **bad for the quality** of work.



“People can’t multi-task well and when people say they can they’re deluding themselves.”

-Earl Miller, neuroscientist


Focus vs. Distraction






When students hold technology in their hands a **battle is being waged** between **focus** and **distraction**.

Hamlet: To Be or Not to Be iPad

PS4
Hello Kitty

Pre-order 



amazon.com
Pre-order now
Privacy

directoryhomecontact

welcome
plays
sonnets
analysis
quotations
sources
biography
theatres
key dates
plots
faq
books
glossary
scholars
quiz


search

Go


Hamlet's Soliloquy: To be, or not to be: that is the question (3.1)

Annotations

To be, or not to be: that is the question:
Whether 'tis nobler in the mind to suffer
The [slings](#) and arrows of [outrageous fortune](#),
Or to take arms against a sea of troubles,
[And by opposing end them](#)? To die: to sleep;
No more; and by a sleep to say we end
The heart-ache and the thousand natural shocks (70)
That flesh is heir to, 'tis a [consummation](#)
Devoutly to be wish'd. To die, to sleep;
To sleep: perchance to dream: ay, there's the [rub](#);
For in that sleep of death what dreams may come
When we have [shuffled off this mortal coil](#),
Must give us pause: there's the [respect](#)
That [makes calamity of so long life](#);
For who would bear the whips and scorns of [time](#),
The oppressor's wrong, the proud man's [contumely](#),
The pangs of [despis'd](#) love, the law's delay, (80)
The insolence of office and the spurns



Points to Ponder



In his book *Shakespearean Tragedy*, A. C. Bradley notes that "The present position of the 'To be or not to be' soliloquy, and of the interview with Ophelia, appears to have been due to an after-thought of Shakespeare's; for in the First Quarto they precede, instead of following, the arrival of the players, and consequently the arrangement for the play-scene. This is a notable instance of the truth that 'inspiration' is by no means confined to a poet's first conceptions." Does the position of Hamlet's soliloquy make a difference? [More on this subject...](#)

More to Explore

- [Hamlet: The Complete Play with Explanatory Notes](#)
- [Extensive Analysis of Act 2, Scene 2](#)
- [The Hamlet and Ophelia Subplot](#)
- [The Norway Subplot in Hamlet](#)
- [Hamlet Basics](#)
- [Hamlet: Plot Summary with Key Passages](#)
- [Analysis of the Characters in Hamlet](#)
- [Deception in Hamlet](#)
- [Problem Plays and Revenge Tragedy](#)

Shakespeare and Montaigne ... In writing *Hamlet*, Shakespeare is said to have been influenced by the work of French essayist, Michael de Montaigne, translated by an acquaintance of Shakespeare named John Florio. Montaigne's essays on moral philosophy might have shaped many passages in *Hamlet*, including Hamlet's most famous soliloquy. Could Montaigne be the reason the first and second quartos of the play are so different, especially regarding Hamlet's propensity to delay? [Read more about Shakespeare, Montaigne and Hamlet.](#)

- [The Purpose of *The Murder of Gonzago*](#)
- [The Dumb-Show: Why Hamlet Reveals his Knowledge to Claudius](#)
- [Hamlet's Relationship with the Ghost](#)
- [Philological Examination Questions on Hamlet](#)
- [Quotations from *Hamlet* \(with commentary\)](#)
- [Hamlet Study Quiz \(with detailed answers\)](#)
- [Analysis of *I am sick at heart* \(1.1\)](#)
- [Hamlet: Q & A](#)
- [Soliloquy Analysis: O this too too... \(1.2\)](#)
- [Soliloquy Analysis: O, what a rogue and peasant slave am I!... \(2.2\)](#)
- [Soliloquy Analysis: To be, or not to be... \(3.1\)](#)
- [Soliloquy Analysis: Tis now the very witching time of night... \(3.2\)](#)
- [Soliloquy Analysis: Now might I do it pat... \(3.3\)](#)
- [Soliloquy Analysis: How all occasions do inform against me... \(4.4\)](#)

We keep saying PAY **ATTENTION!!!**

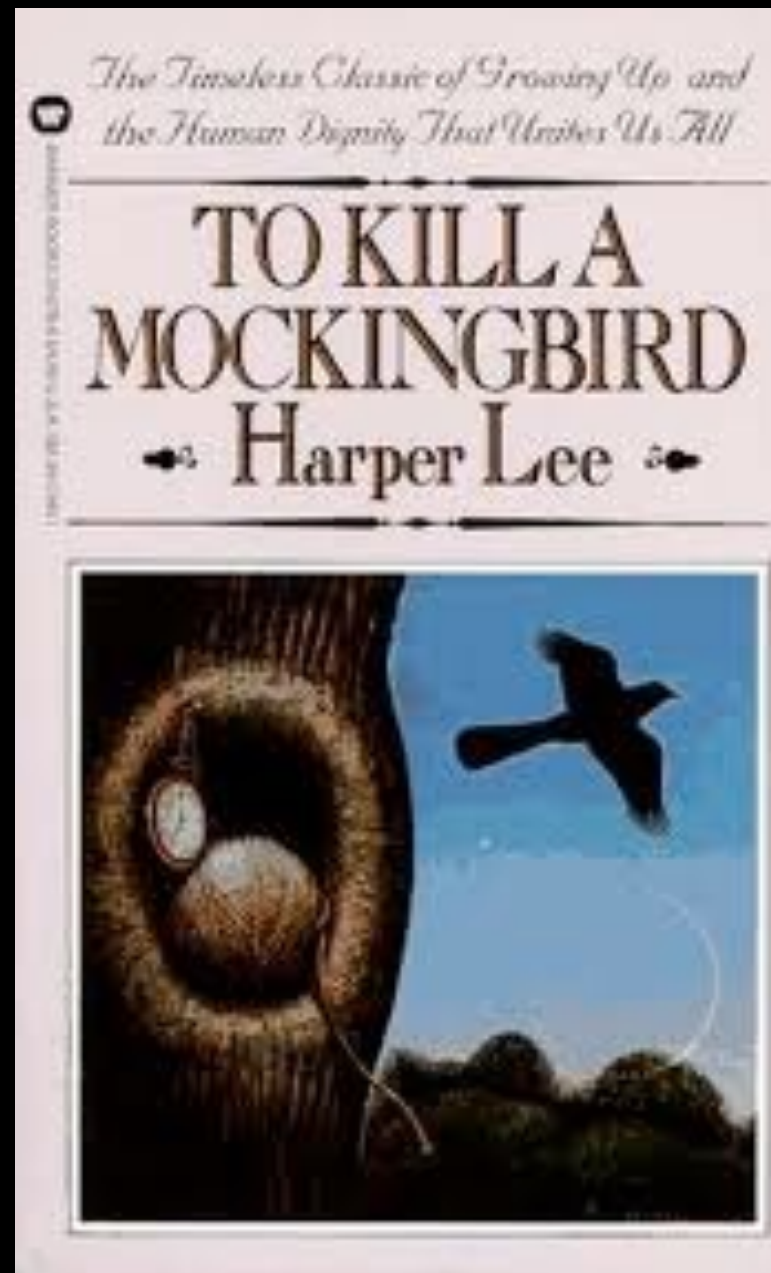
**They are trying to pay attention...
but it's **just not possible.****

These are involuntary, emotional reactions.

**Adults (like us) are better at it
but **teen brains are less able.****

**To be successful means you must consciously
seek to become a defender of student focus.**

An American Classic



Atticus Finch

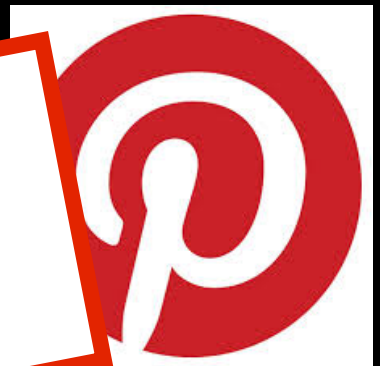


**We don't read simply to discover
who other people are.**

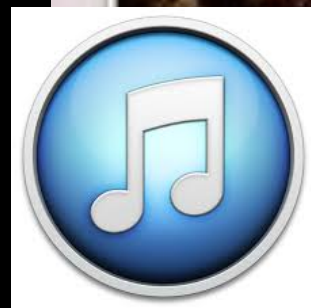
**We read to discover
who WE are.**

WUO WE ARE

If you are in this room right now I doubt I have to convince you of a book's value.



Can you focus?



I don't want to get everyone
too riled up but *(sadly)*
education has become a...



Political football



Political futbol

**Students
need to be
able to think.**

Deeply * Critically * Cogently

Share some
strategies for
success!

success!

CTE CAREER CLUSTERS

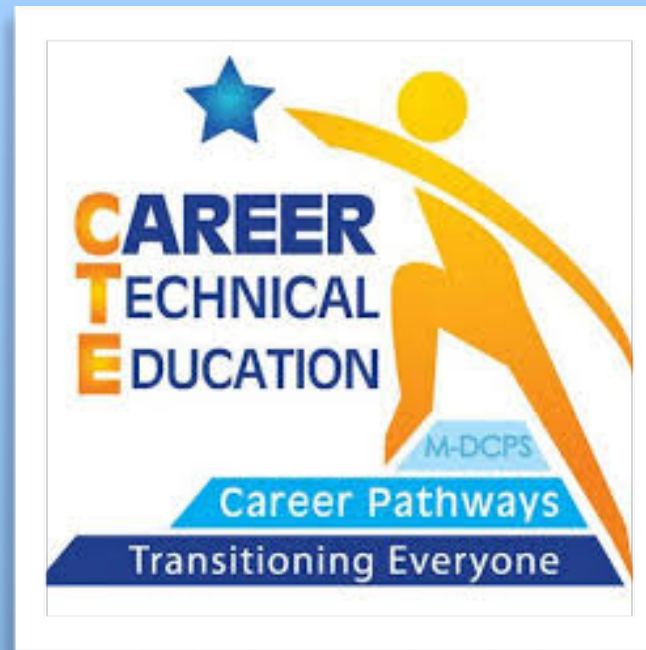
- *Agriculture, Food & Natural Resources
- *Architecture and Construction
- *Arts, A/V Technology and Communication
- *Business, Management and Administration
- *Education and Training
- *Finance
- *Health Science
- *Hospitality & Tourism
- *Human Services
- *Information Technology
- *Law, Public Safety & Security
- *Manufacturing
- *Marketing, Sales & Service
- *Transportation, Distribution & Logistics



Technology will reimagine every career.

- Artificial Intelligence
- Virtual/Augmented Reality
- Big Data
- Blockchain
- The Internet of Things
- 3D Printing
- Robotics

The Fourth Industrial Revolution



The Fourth Industrial Revolution



NOUNS



NOUN: A PERSON, PLACE, or THING

The Fourth Industrial Revolution

**In the next 10 years
ALMOST ALL NOUNS
will have a
computer chip.**

NEST AIR CONDITIONING





**Their Entire “White Line” will
have a chip by 2020**

OVEN



WASHER & DRYER

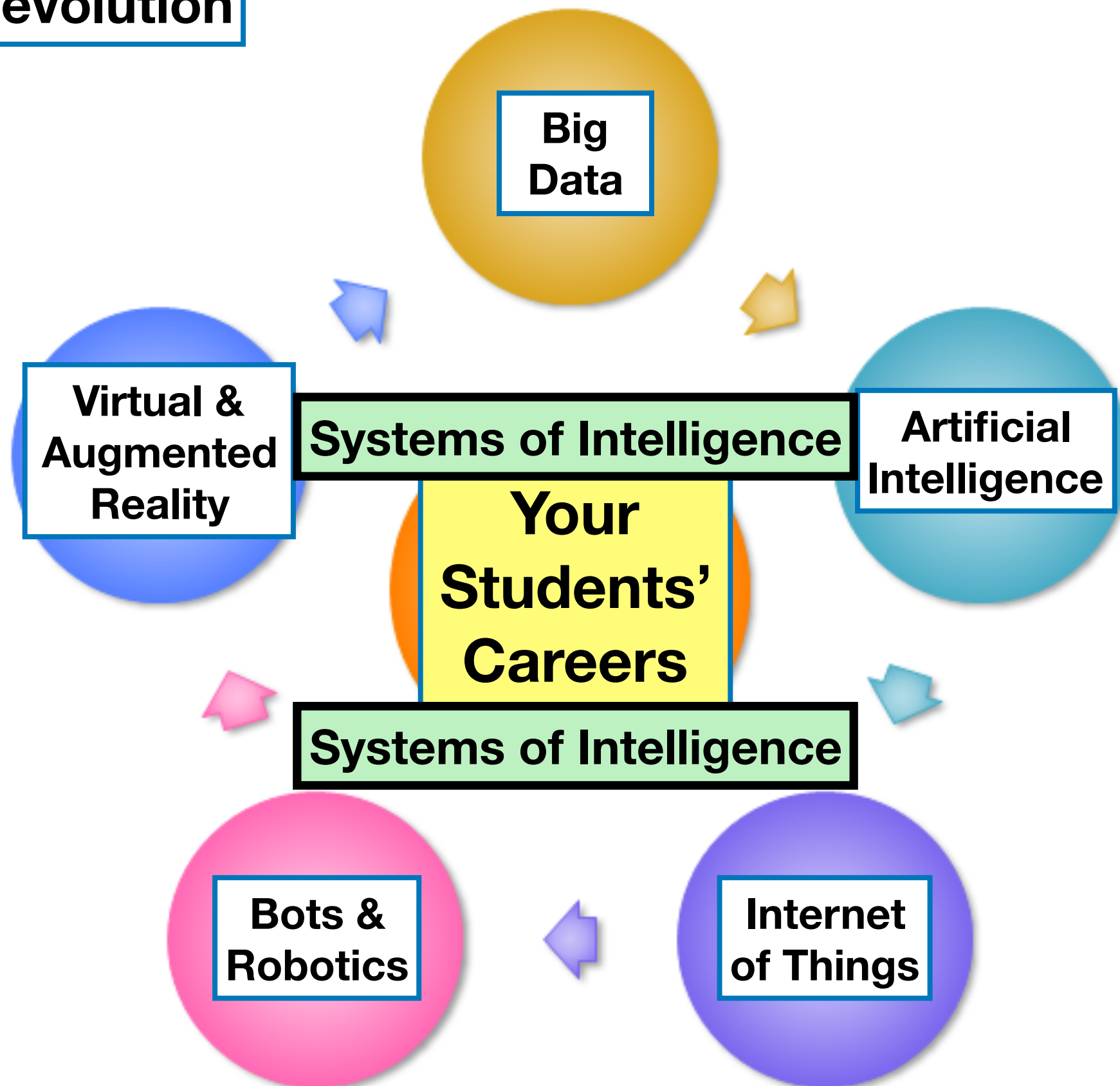


REFRIGERATOR



The Fourth Industrial Revolution

EVERY NOUN will have a chip in it.



Jobs will die.

- * **Self-driving trucks will replace truck drivers.**
- * **Clerks that file paper forms in the medical records department will be replaced by blockchain health care where your digital health records are instantly accessible 24/7 in the cloud no matter where you travel - no matter what doctor you see.**
- * **Self-checkout shopping carts at the grocery store will replace cashiers.**

* *The list goes on and on...*



Be a student of history.



**INDUSTRIAL REVOLUTIONS ALSO GIVE
BIRTH TO MANY, MANY MORE NEW AND
HIGHER PAYING JOBS!**

**FOR PEOPLE WHO HAVE THE SKILLS
NEWLY IN DEMAND**

What skills will be in demand?

Literacy Skills

Reading

Writing

Coding

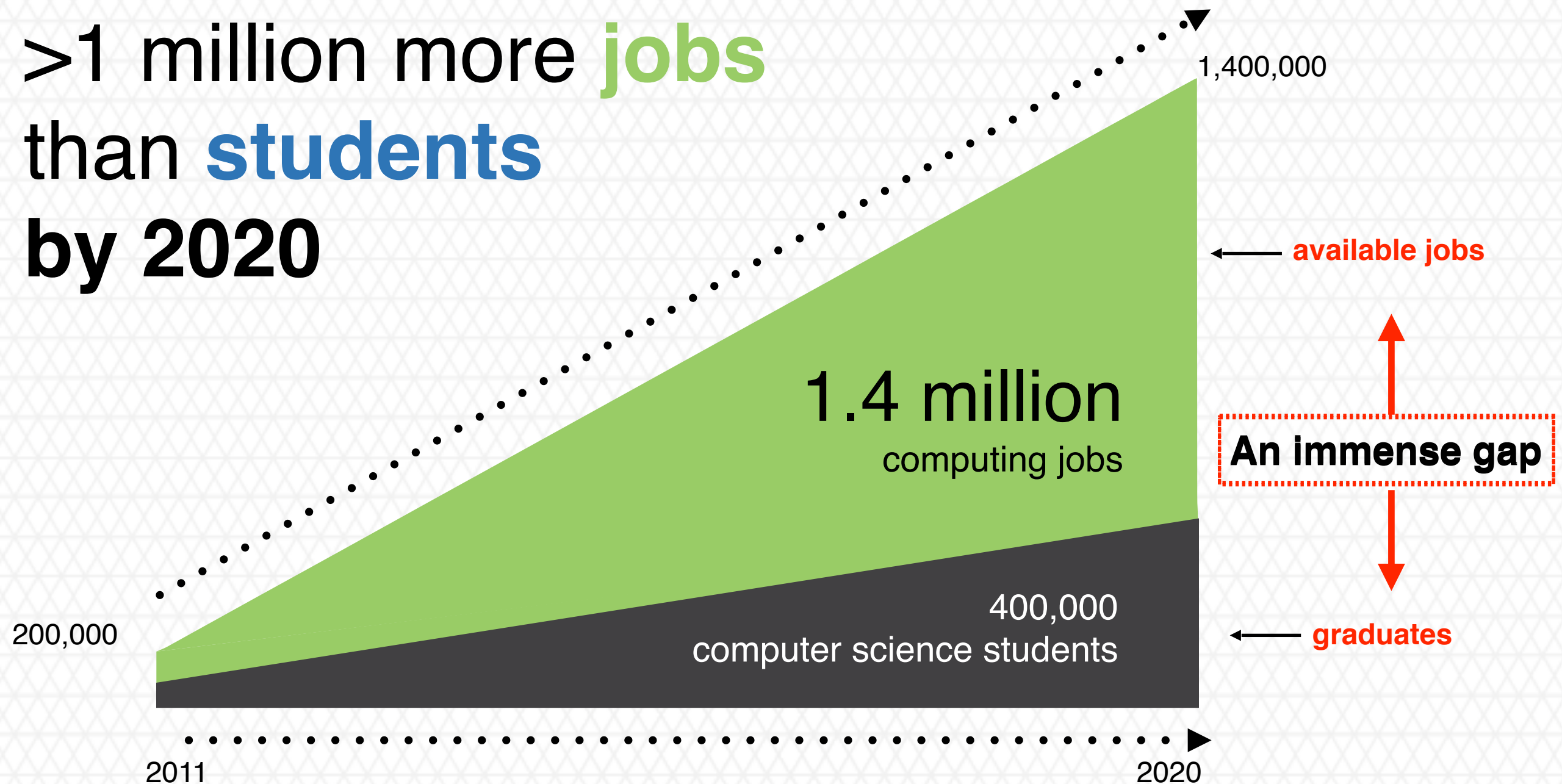
What skills will be in demand?

Literacy Skills

Coding

A Severe Talent Shortage

>1 million more **jobs**
than **students**
by 2020



Everyone of your students holds the potential to have more than a job... they have the opportunity to own a career.



- * Prosperity
- * Innovation
- * Contribution to the Greater Good

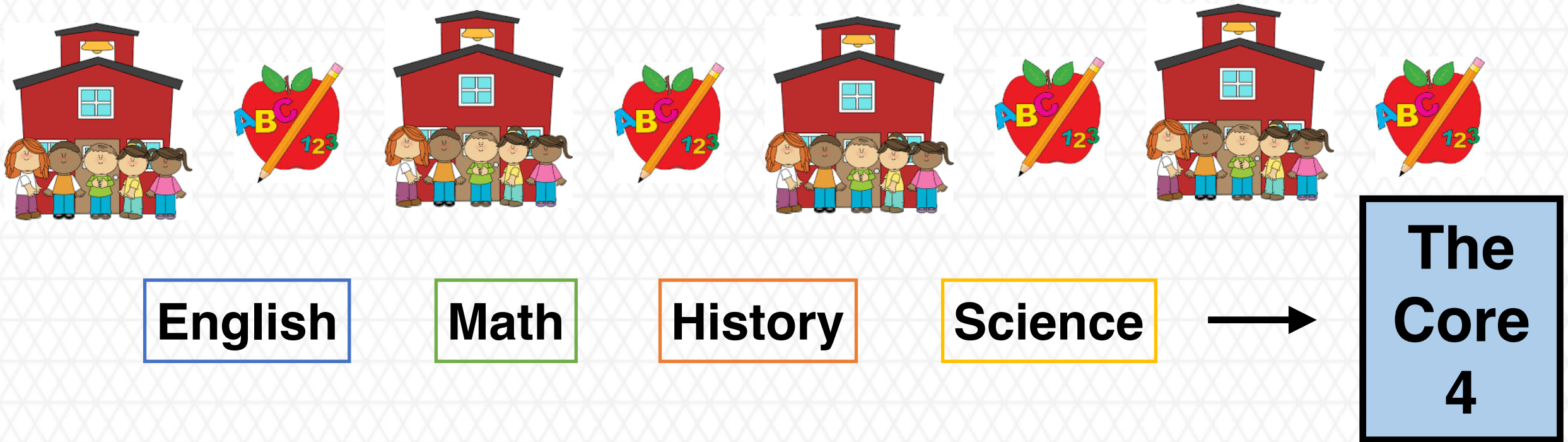


School needs to change.



I'm here because I realize I needed to change.

The Pantheon of our U.S. Curriculum



Everything Else

Everything Else

Everything Else

Everything Else

Everything Else



The Coming Pantheon of Curriculum



English

Math

History

Science

CTE

Computer
Science & Coding

The Modern 5

Everything Else

Everything Else

Everything Else

Everything Else

Everything Else



Literacy's Evolution

What do the learners need?

How do we provide enhanced college and career readiness?



www.EyeQXL.com

Literacy's Evolution

**What
does my
daughter
need?**

Sienna is in 6th Grade



Sienna needs to:

- * **Understand computational thinking & design**
- * **Have a grasp of algorithms**
- * **Know how to code**



www.EyeQXL.com

What skills will be in demand?

Literacy Skills

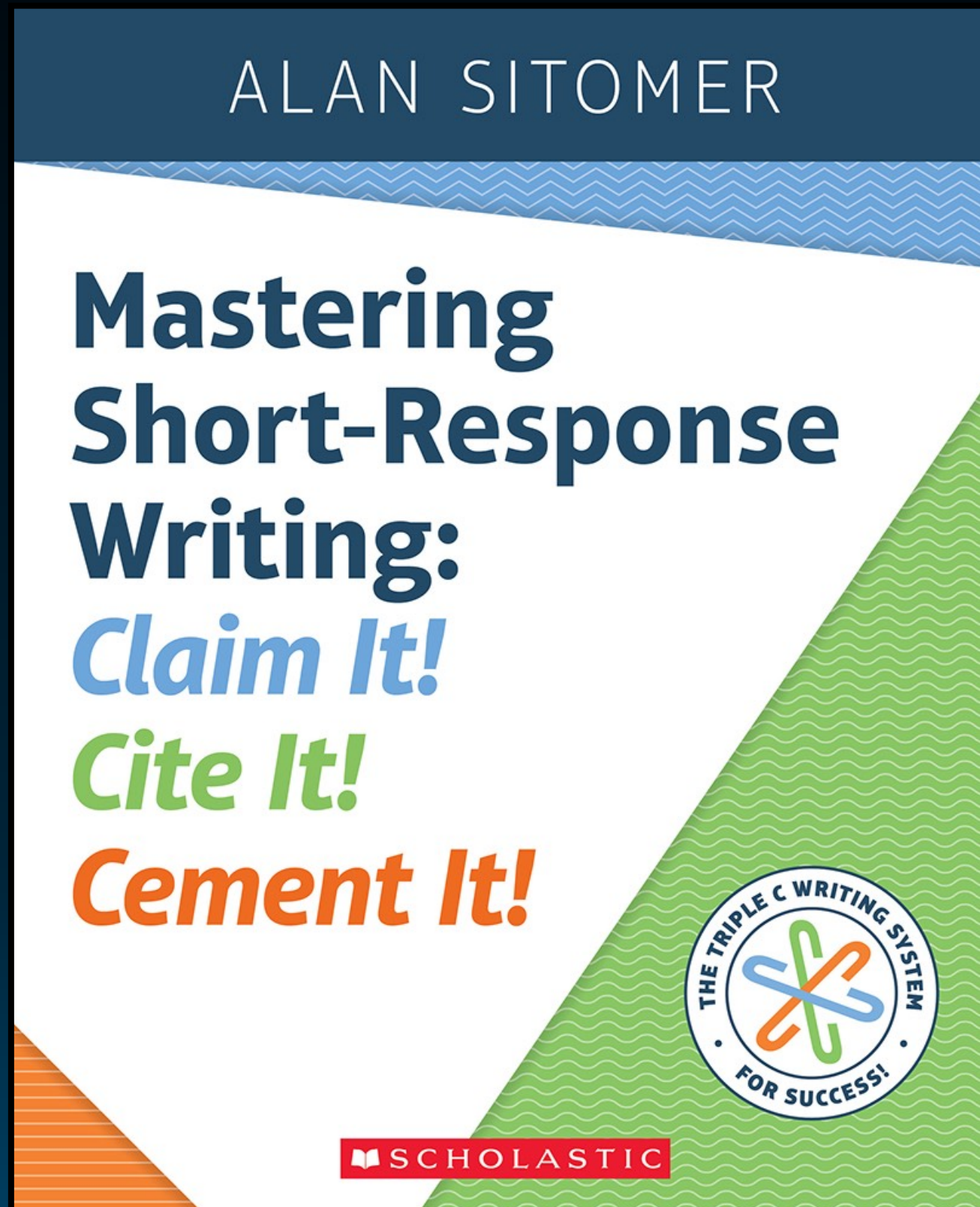
Reading

Writing

Coding



Succeed with Evidence-Based Writing



**Effectively
teach the
reading/
writing
connection.**

SCHOLASTIC

SCHOLASTIC

No one is born a writer!

People “learn” how to write.

Skills are built through:

- * explicit instruction
- * deliberate practice
- * exposure to models



Strong writers develop their skills through purposeful practice, mixed with time, multiplied by hard work.



Put their butts in a chair and intellectually sweat.

There's an **endemic**, **self-evident flaw** in our approach to writing instruction.



**Rooted in
Assumptive
Teaching**

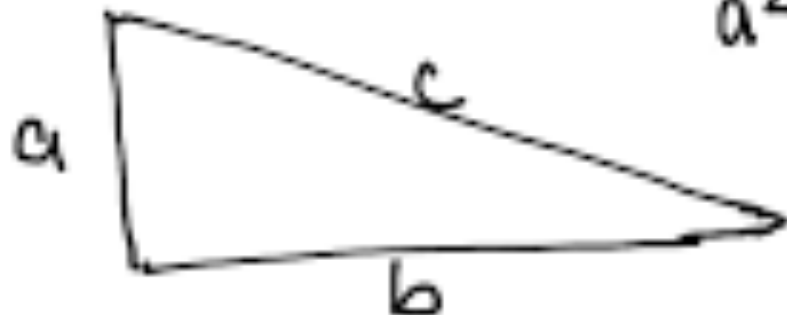
Assumptive Teaching

(Herber, 1978)

Assumptive teaching is when educators take for granted that students own skills they do **NOT** actually have.

Math Ex: A geometry teacher ask students to find the hypotenuse of a triangle using the Pythagorean Theorem but the kid doesn't know what it means to square a number.

6.2 Pythagorean
Theorem

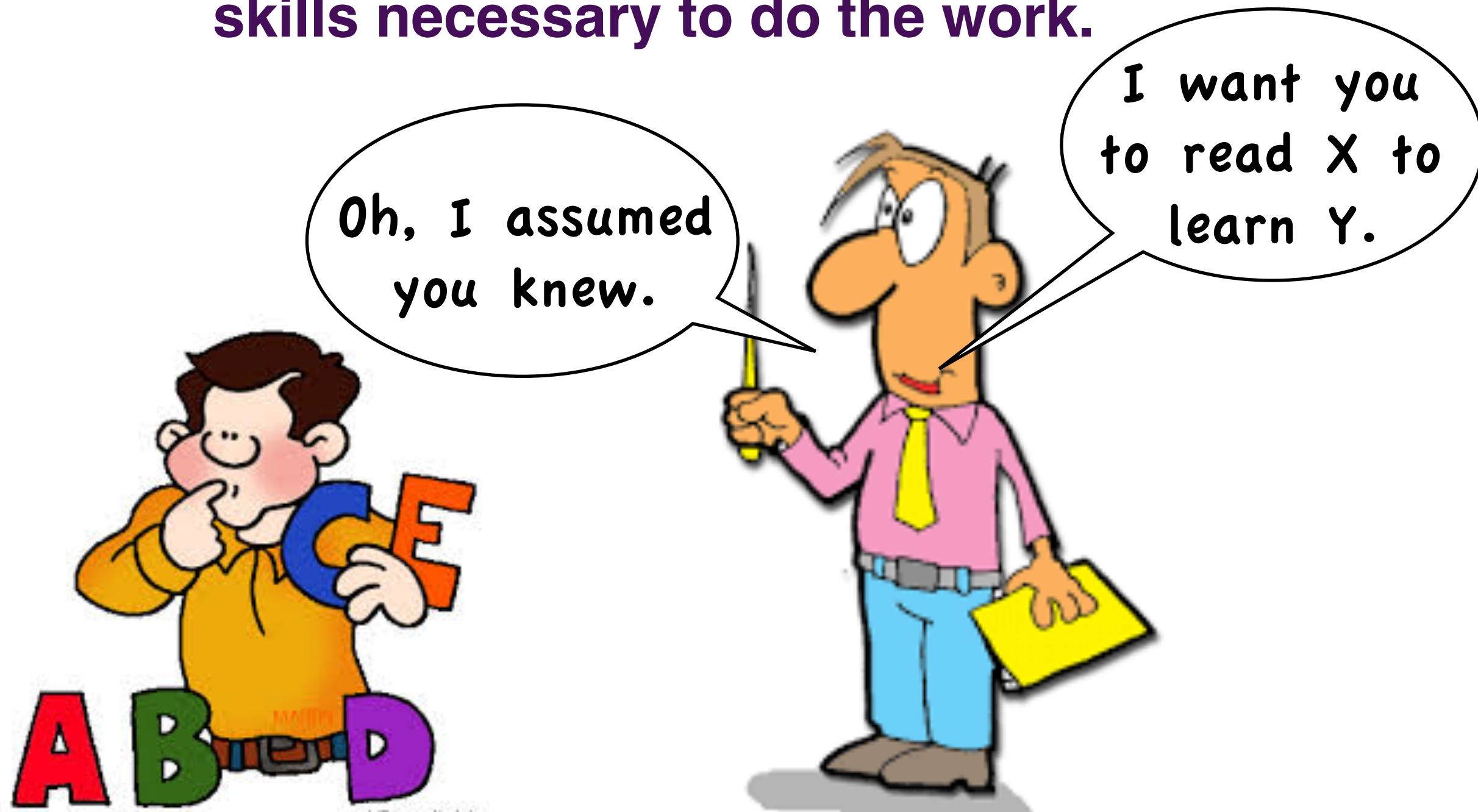


$$a^2 + b^2 = c^2$$

That's Assumptive Teaching

Content area teachers fall into the trap of assumptive teaching all the time.

They assign text for the student to read in order to learn the material but the student doesn't have the reading skills necessary to do the work.



Assumptive teaching is a killer!



Back to Writing

Sarah was presuming her students could write a multi-paragraph essay.

...even as she readily admitted that 90% of her kids probably could NOT compose a simple ONE PARAGRAPH short response.

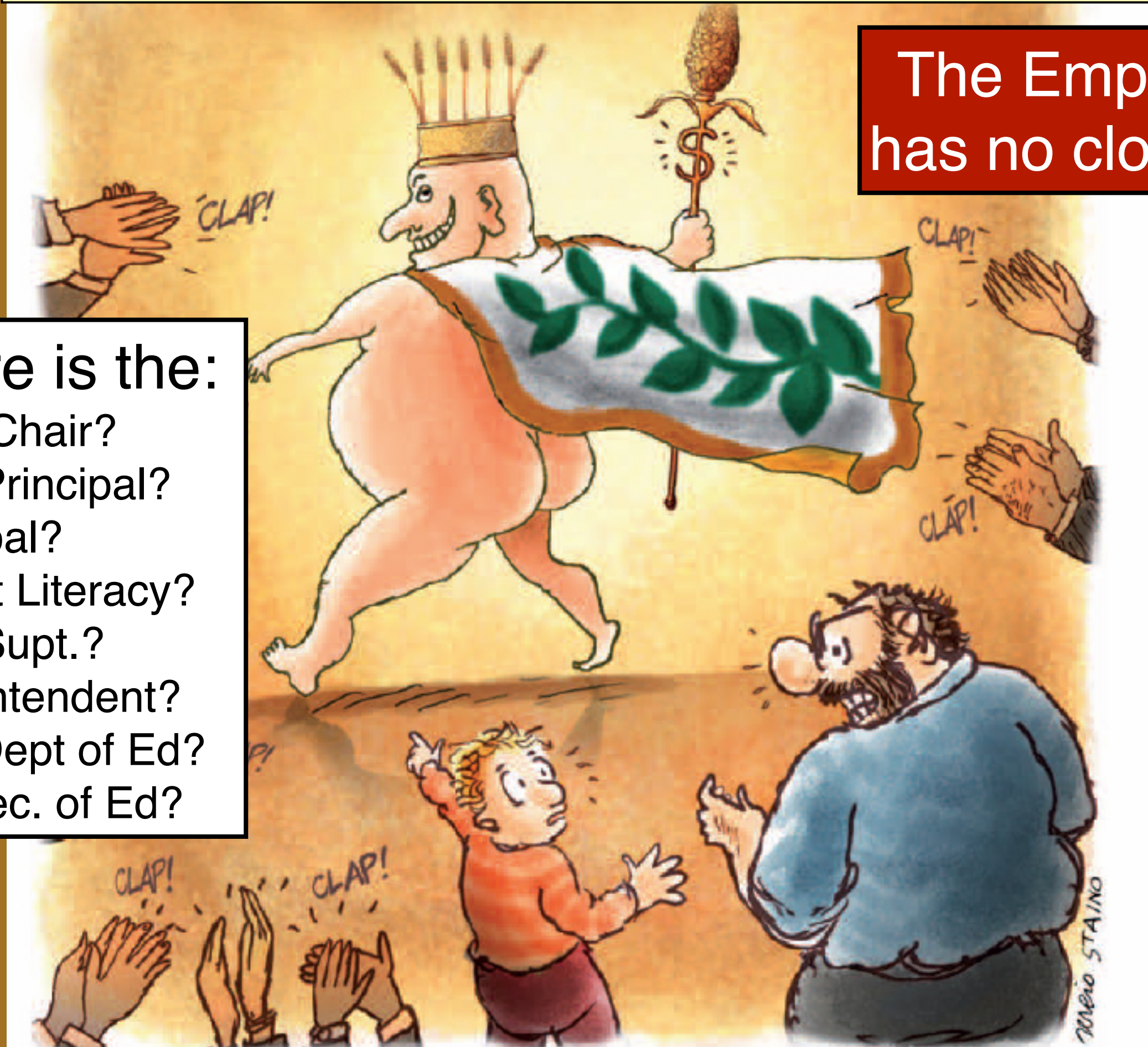
- * **Logical**
- * **Organized**
- * **Mechanically sound**
- * **Concise**
- * **Thoughtful**
- * **Well-supported**
- * **Rich with voice**
- * **Concrete**

I don't even know if this is Sarah's fault.

The Emperor
has no clothes.

Where is the:

- * Dept. Chair?
- * Asst. Principal?
- * Principal?
- * District Literacy?
- * Asst. Supt.?
- * Superintendent?
- * State Dept of Ed?
- * U.S. Sec. of Ed?



We don't ask early readers to tackle Proust.



We don't ask little leaguers to hit 100 mph fastballs



We don't ask newly arrived, non-native English speakers to take standardized tests in a language they have little-to-no command over.



ok, this one we do.



Big Point

Big Point

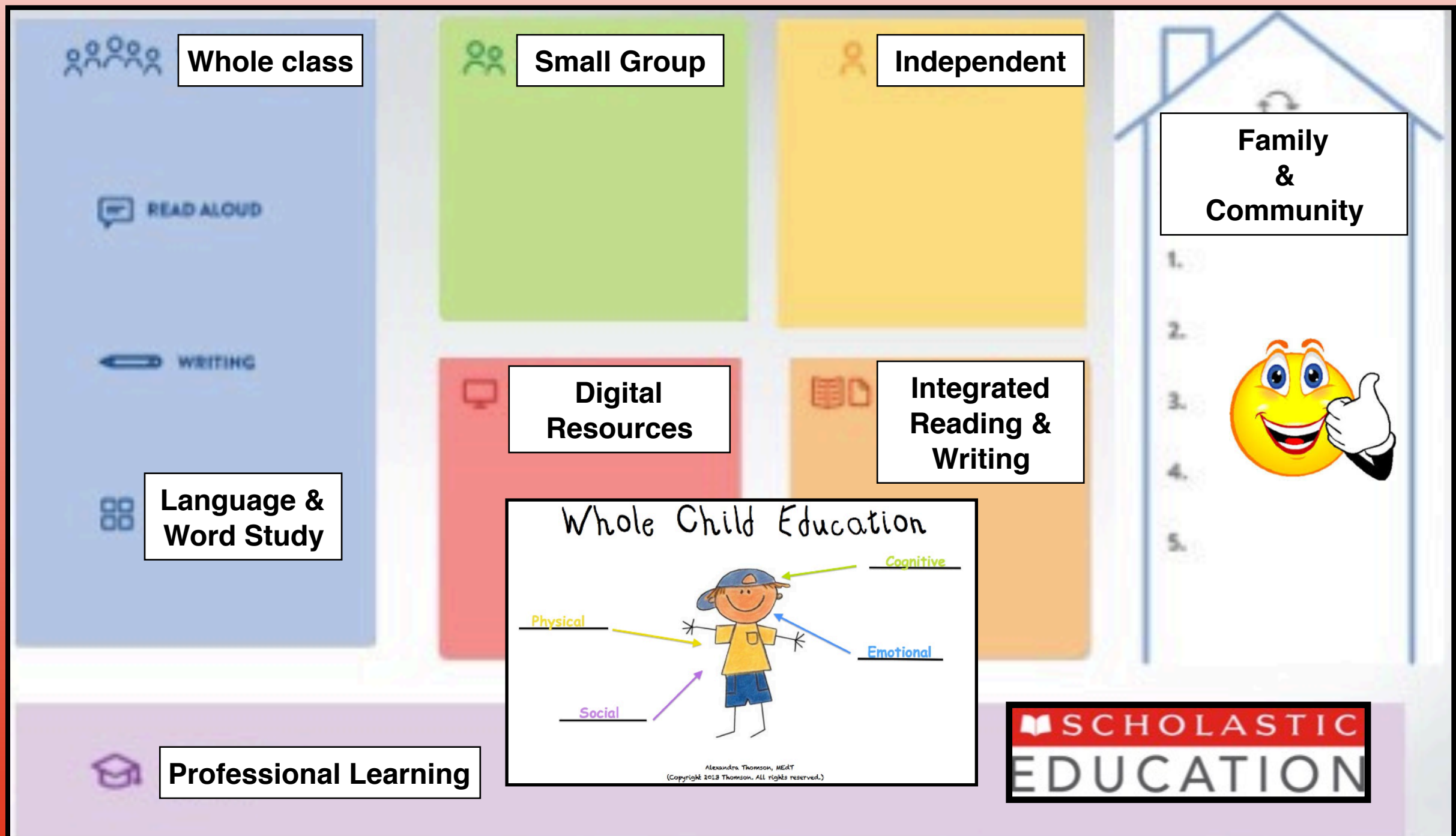
To be an **Effective Writing Instructor**
you must recognize a very simple principle.

**Excellent Writers own
Excellent Fundamentals**

EXCELLENT FUNDAMENTALS

I am a HUGE proponent of Comprehensive Literacy

A framework of Joyful and Powerful Learning and Teaching

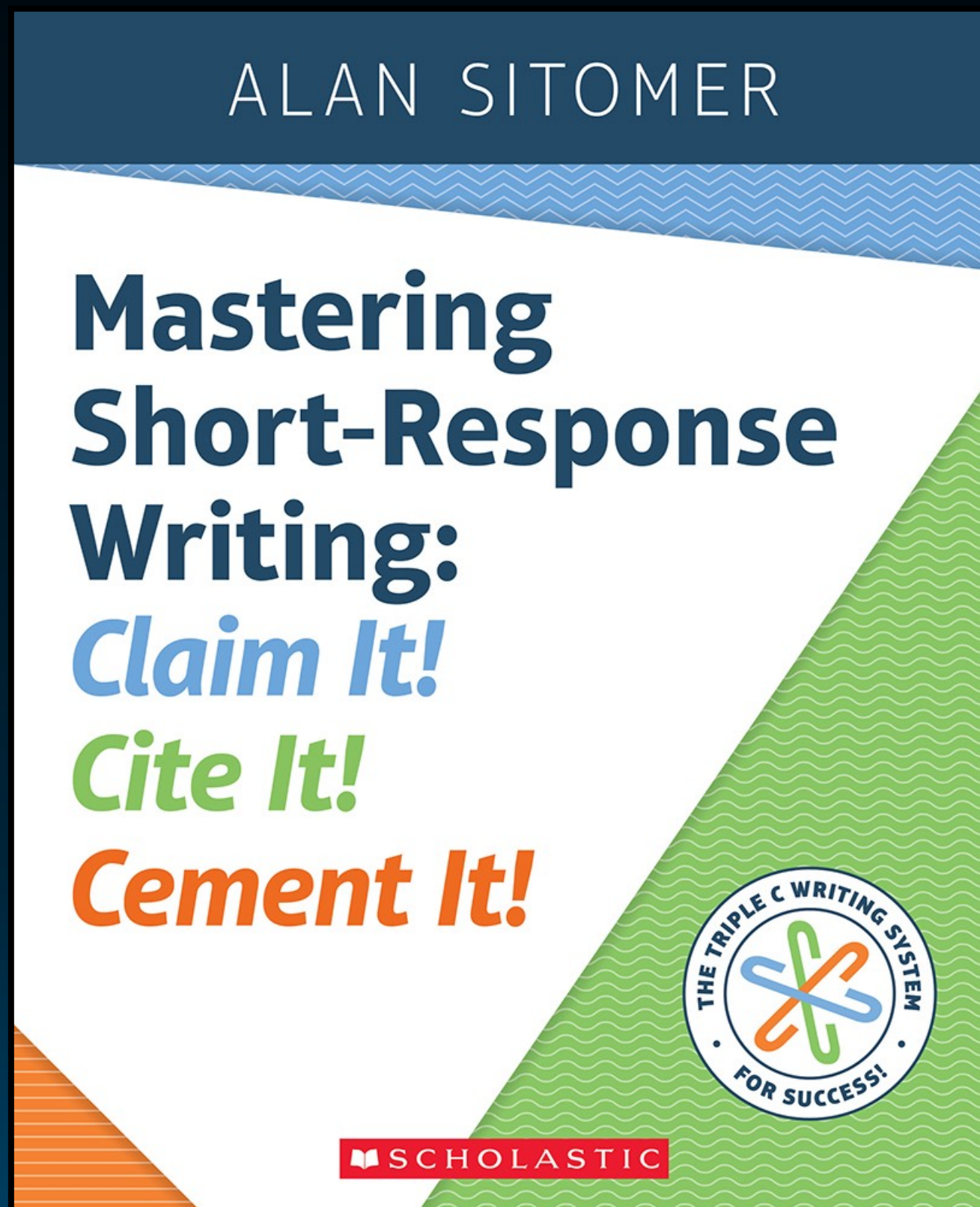


 SCHOLASTIC
EDUCATION

**Success is
attainable!**

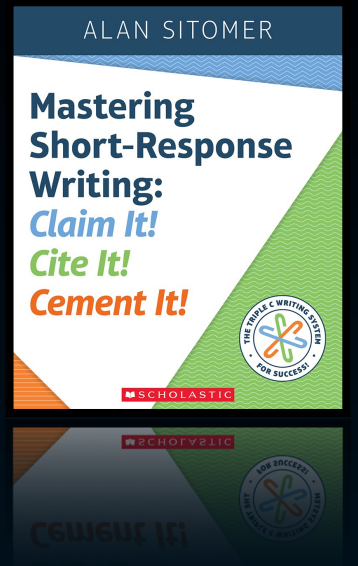
Literacy is lynchpin.

Succeed with Evidence-Based Short Response

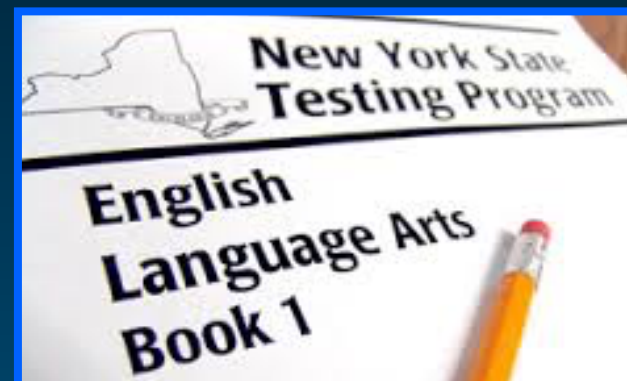
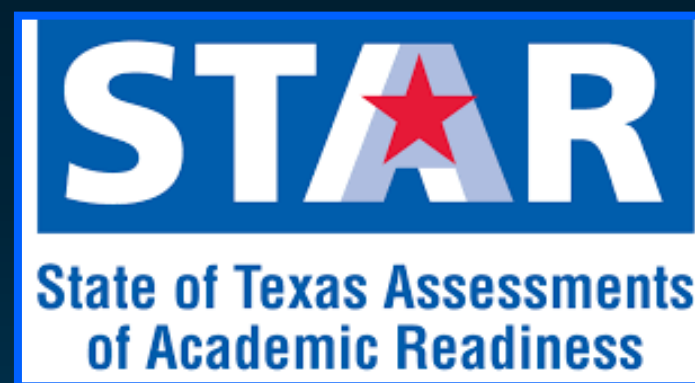
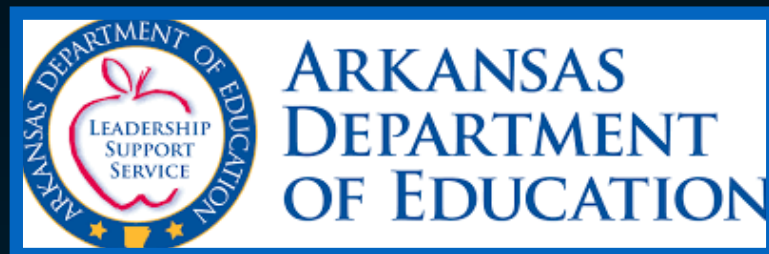
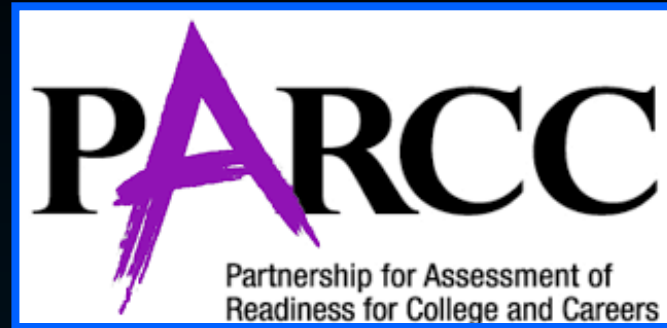


**Effectively
teach the
reading/
writing
connection.**

Special Note:



These materials are particularly effective at raising the skills of low performing students.



**Sample
Assessment
Item****James Watt and the Teakettle**

by James Baldwin

A little boy from Scotland was sitting in his grandmother's kitchen. He was watching the red flames in the wide open fireplace and quietly wondering about the causes of things. Indeed, he was always wondering and always wanting to know.

"Grandma," he presently asked, "what makes the fire burn?"

This was not the first time he had puzzled his grandmother with questions that she could not answer. So she went on with her preparations for supper and paid no heed to his query.

Item	Grade	Claim	Target	DOK	Standard(s)
#4	5	1	4	3	RL.3

What can you infer about the grandmother in paragraph three? Include information from the text in your answer.

Student task - type answer here

Lowest scoring student reply



The prompt: What can you infer about the grandmother in paragraph three? Include information from the text in your answer.

she didnt now what to say to james.



Score: 0 out of 2

Middle scoring student reply

The prompt: What can you infer about the grandmother in paragraph three? Include information from the text in your answer.

I can infer that the grandmother doesn't know the answer because she doesn't answer James.

Claim It!

Cite It!

Score: 1 out of 2

Highest scoring student reply

The prompt: What can you infer about the grandmother in paragraph three? Include information from the text in your answer.

In paragraph three, you can infer that the grandma is quite often puzzled by her grandson's questions. Here it says "This was not the first time he had puzzled his grandma with questions that she could not answer. So she went on with her preparations for supper and paid no heed to his query." This was not the first time she didn't know a answer to the little boy's questions.

Score: 2 out of 2

**One would presume writing is
being formally assessed by
Smarter Balanced.**

And you would be correct.

Also, you would be wrong!

Smarter Balanced asks this question

What can you infer about the grandmother in paragraph three? Include information from the text in your answer.

Most presume this is a short response writing assessment

But it's not!



Grade 5 ELA

Item	Grade	Claim	Target	DOK	Standard(s)
#4	5	1	4	3	RL.3

Evidence Statement

The student will make an inference about a literary text and identify details within the text that support that inference.

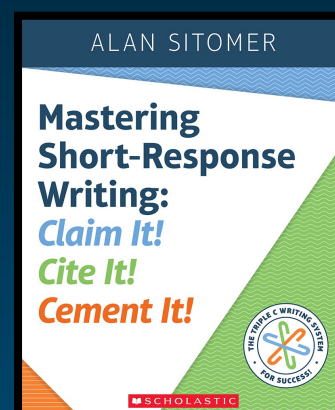
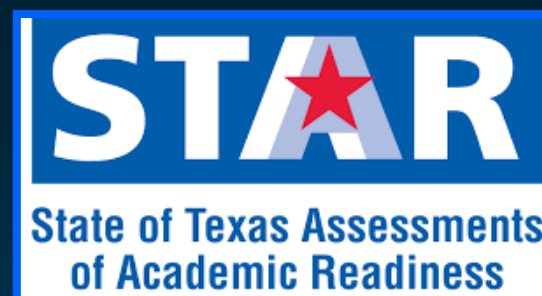
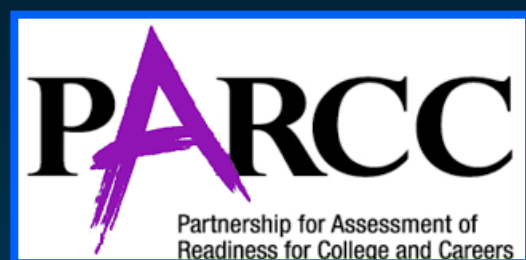
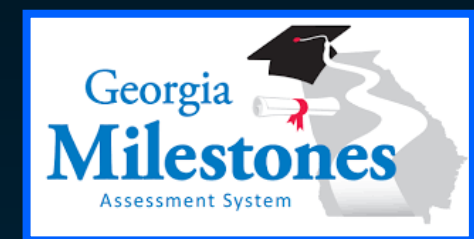
English Language Arts Standards » Reading: Literature » Grade 5.3
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Game changer!

**The tests are assessing
reading comprehension
through on-demand
short response writing.**

***Many literacy leaders do
not even know this.***

Students must be able to succeed with evidence-based short response in order to demonstrate their reading comprehension skills.



The Connection

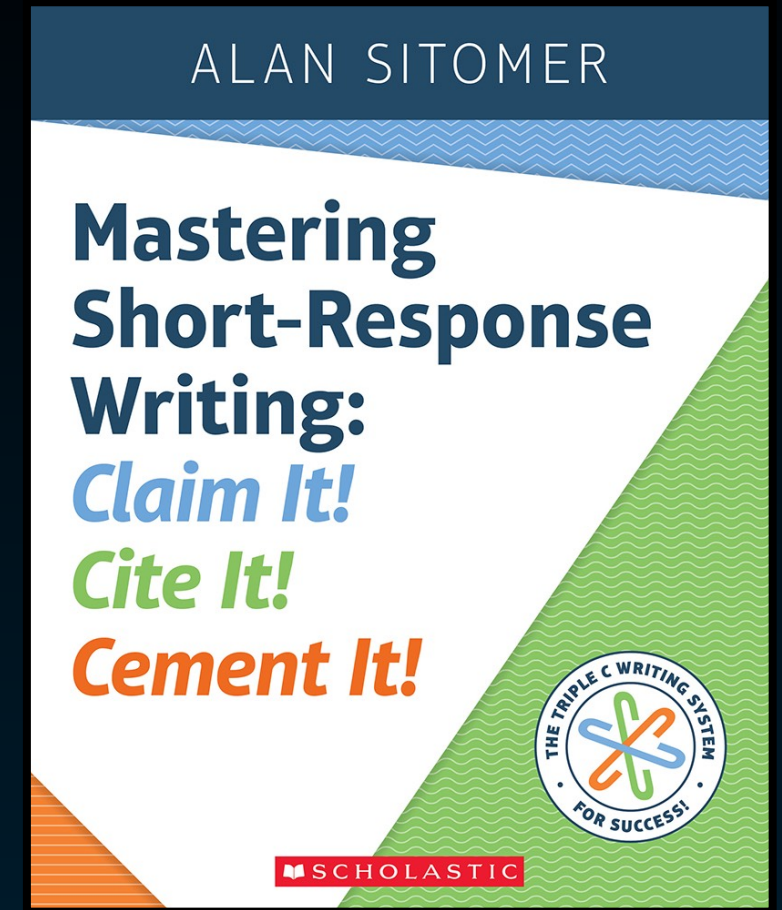
Close Reading and Evidence-Based Writing



Critical Thinking

How it works.

A research-based color coding system



CLAIM IT! = BLUE

CITE IT! = GREEN

CEMENT IT! = ORANGE

Claim It!



Says what you know

Cite It!



Says how you know it

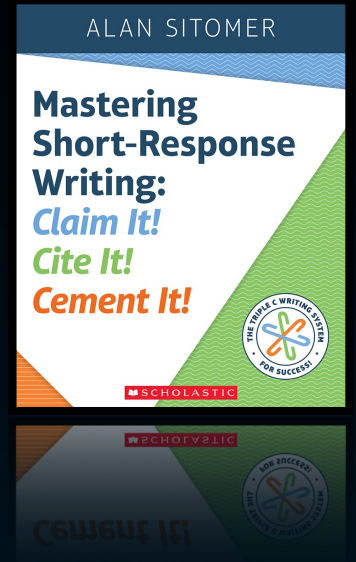
Cement It!



Says why you know it

How it works: Scaffolded instruction

Teaching The First C: Claim it!



The Instructional Action Steps

Claim it!

- ACTION STEP 1 ► **DETERMINE** Where Your Students Are (Baseline Measurement)
- ACTION STEP 2 ► **DEFINE** What a Claim Is (And What It Is Not!)
- ACTION STEP 3 ► **DEMONSTRATE** How to Make a Claim (Front of Class Write-Aloud)
- ACTION STEP 4 ► **TASK** Students with Making a Claim
- ACTION STEP 5 ► **DEMONSTRATE** How to Revise a Claim (Front of Class Write-Aloud)
- ACTION STEP 6 ► **TASK** Students with Revising Their Claim

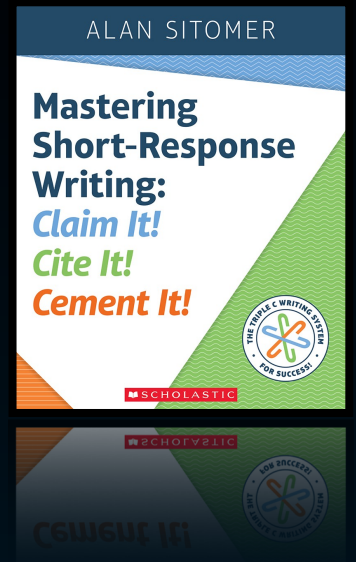


The Three Claim It! Lenses



By the end of the first learning module, students will know how to write a claim that demonstrates the qualities listed above.

How it works: Scaffolded instruction

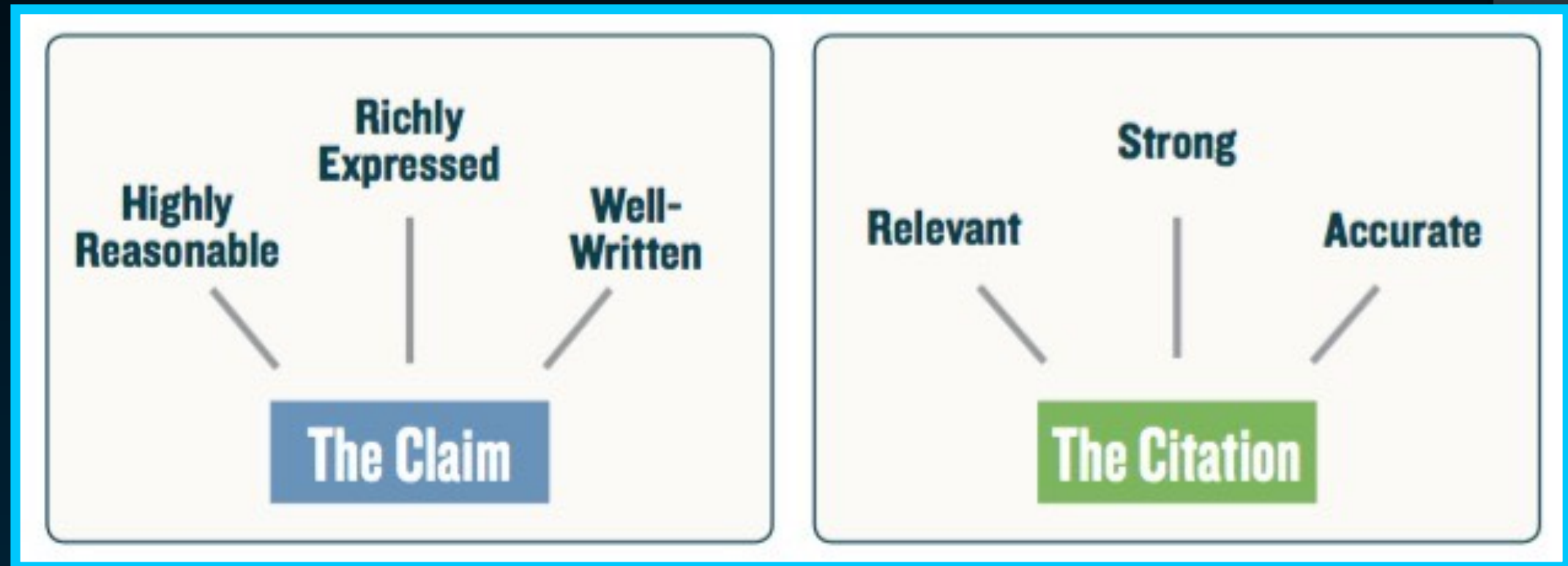


Teaching The Second C: Cite it!

The Instructional Action Steps

Cite it!

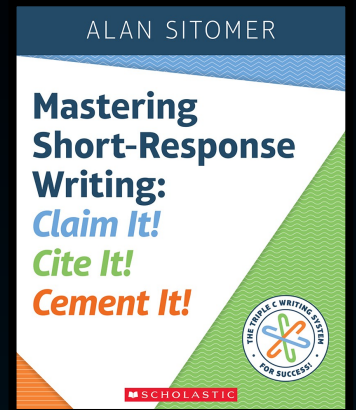
- ACTION STEP 1 ► **DETERMINE** Where Your Students Are (Baseline Measurement)
- ACTION STEP 2 ► **DEFINE** What It Means to Cite It! (And Why It Is So Important)
- ACTION STEP 3 ► **DEMONSTRATE** How to Cite It! (Front-of-Class Write-Aloud)
- ACTION STEP 4 ► **TASK** Students with Citing Evidence to Support Their Claim
- ACTION STEP 5 ► **DEMONSTRATE** How to Revise a Citation of Evidence
- ACTION STEP 6 ► **TASK** Students with Revising Their Citation of Evidence



By the end of the second learning module, students will know how to write a claim AND support their claim with evidence that demonstrates the qualities listed above.

How it works: Scaffolded instruction

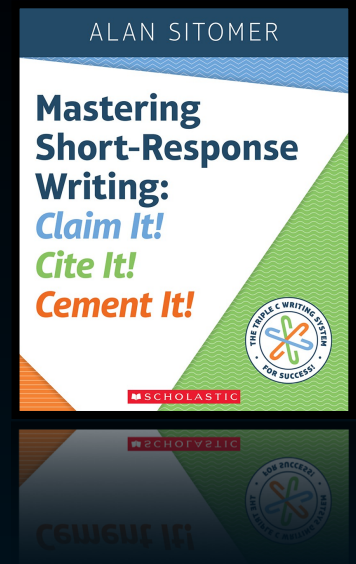
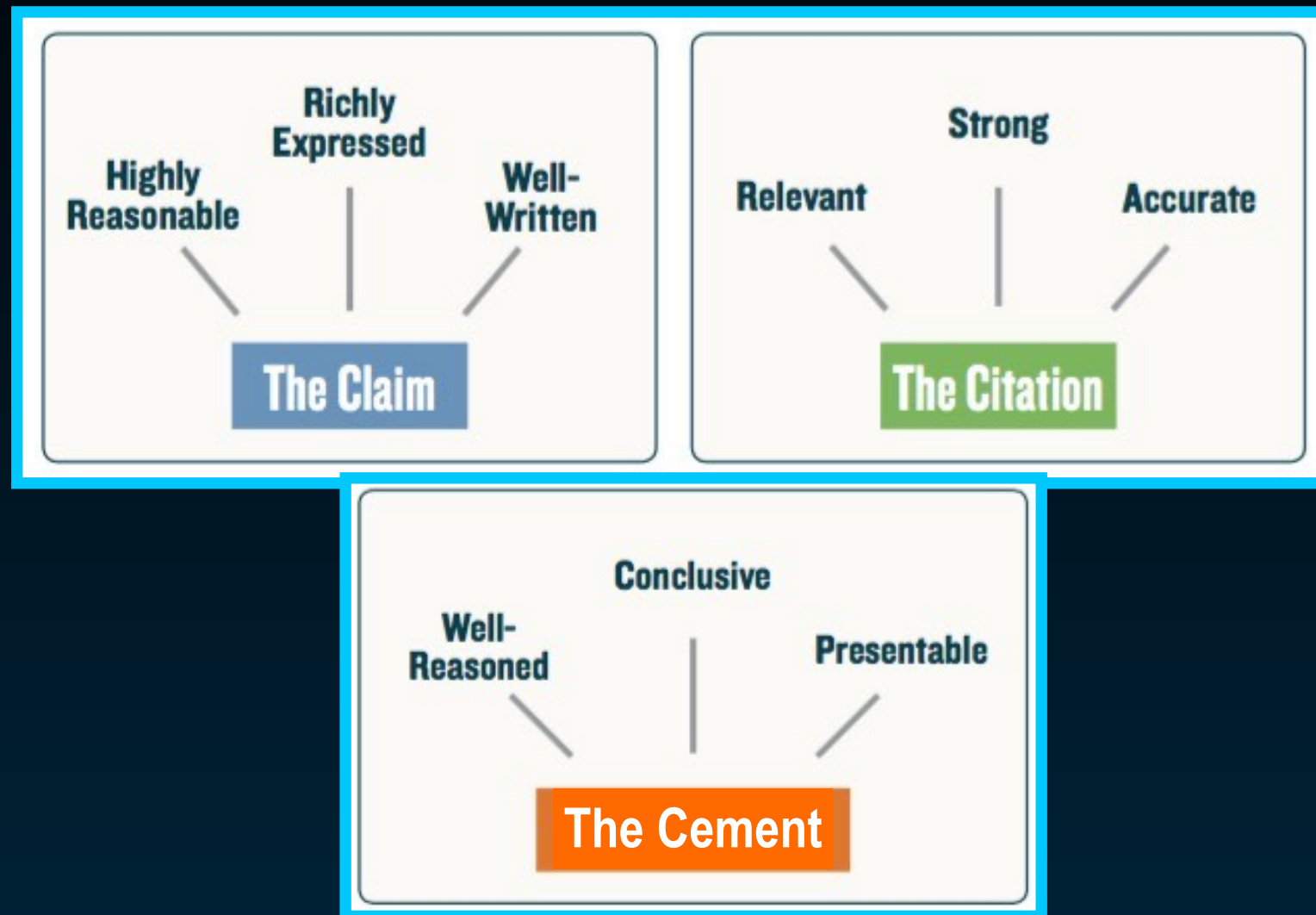
Teaching The Third C: Cement it!



The Instructional Action Steps

Cement it!

- ACTION STEP 1 ► **DETERMINE** Where Your Students Are (Baseline Measurement)
- ACTION STEP 2 ► **DEFINE** What It Means to Cement It! (And Why It Is So Important)
- ACTION STEP 3 ► **DEMONSTRATE** How to Cement It! (Front-of-Class Write-Aloud)
- ACTION STEP 4 ► **TASK** Students with Cementing Their Short Response
- ACTION STEP 5 ► **DEMONSTRATE** How to Revise a Cement It! Conclusion
- ACTION STEP 6 ► **TASK** Students with Revising Their Cement It! Conclusions



By the end of the third learning module, students will know how to write a claim AND support their claim with evidence AND wrap up their short response with a well-reasoned, presentable, concluding sentence that demonstrates the qualities listed above.

Succeed with evidence based-writing

Real Student Sample

ALAN SITOMER

Mastering
Short-Response
Writing:
Claim It!
Cite It!
Cement It!



SCHOLASTIC



SCHOLASTIC

CLAIM IT! CITE IT! CEMENT IT!

STUDENT WORK: ZURHI (4TH GRADE GIRL)

Pre-Instruction Baseline Measurement

Name: Zurhi #11 Date: 1-6-17

Please read the article *Pass the Bugs, Please!* and answer the following question.

Expository Question: According to the article, PASS THE BUGS, PLEASE! why is it a good idea for people to start eating bugs?

1: It could help people and the planet.

2: The people who suffer from hunger will have something to eat.

Post-Instruction Summative Assessment

Name: Zurhi #11 Date: 3-6-17

Please read the article *Pass the Bugs, Please!* and compose a short response to the following question.

9 weeks later

Question: According to the article, PASS THE BUGS, PLEASE! why is it a good idea for people to start eating bugs?

According to the article, *Pass The Bugs, Please!* it is a good idea for people to start eating bugs. The author says that we might not always have enough food to eat. So, bugs might come in handy. The text states that, "To feed everyone, we may need to think about finding new food sources. That's where bugs come in." Therefore, it's clear, that we should start eating bugs.

Real Student Sample

HOW ZUHRI GREW AS A WRITER

1. What is the worst thing about having a cold?

The worst thing about having a cold is that you are not allowed to be around people.

2. How old should a kid be before they should be allowed to stay up all night for New Year's Eve?

A kid should be 7 years old to be allowed to stay up all night for New Year's Eve.

3. Where is the best place to go on vacation?

The best place to go on vacation is Morocco because it's beautiful there.

Learning to

CLAIM IT!

According to the article, there are two reasons why American alligators are considered good mothers.

The author stated that the mother guards the eggs for up to a year. Another reason why American alligators are considered good mothers is she will be there if they are in danger by what they do.

According to the article, how do baby alligators use sound to communicate with their mothers?

According to the article, baby alligators use sound in two ways to communicate with their mothers.

The data shows that when the baby squeaks, it is about to hatch. When they squeal, they are in danger.

Learning to

CITE IT!

1. Why does the author of the article say the Nile River provided Ancient Egyptians with food?

The author of the article says the Nile River provided Ancient Egyptians with food because it is the data shows that they grew crops in the fertile soil on its banks. I know this because the article says "The Nile floods every year, leaving fertile soil on its banks. The banks are a perfect place to grow crops."

2. Why does the author of the article call the Nile River a "superhighway" through the entire kingdom?

The author of the article calls the Nile River a "superhighway" through the entire kingdom. As the article says, "The Egyptians didn't build roads. They didn't need to - the Nile was their highway." I know this because they didn't have the time to build roads. Clearly, the Nile River was the Egyptians' "superhighway."

Learning to

CEMENT IT!

ALAN SITOMER

Mastering
Short-Response
Writing:
Claim It!
Cite It!
Cement It!



SCHOLASTIC



SCHOLASTIC

CEMENT IT!

Succeed with evidence based-writing

Real Student Sample

ALAN SITOMER

Mastering
Short-Response
Writing:
Claim It!
Cite It!
Cement It!



SCHOLASTIC



SCHOLASTIC

CSWIGUE 101

STUDENT WORK: OLIVER (4TH GRADE BOY)

Pre-Instruction Baseline Measurement

Name: Oliver [REDACTED] #15 Date: 1/6/17

Please read the article *Pass the Bugs, Please!* and answer the following question.

Expository Question: According to the article, PASS THE BUGS, PLEASE! why is it a good idea for people to start eating bugs?

because humans people will have
things to eat and also bugs reprod
and they give the same health
nutrients from cow or pig meat

Post-Instruction Summative Assessment

Name: Oliver #15 Date: 3/26/17

Please read the article *Pass the Bugs, Please!* and compose a short response to the following question.

Expository Question: According to the article, PASS THE BUGS, PLEASE! why is it a good idea for people to start eating bugs?

9 weeks later

According to the article, PASS THE
BUGS, PLEASE! it is a good idea for
people to eat bugs because the planet needs more
food. The author states, "The UN estimates that
about one out of every eight people in the world doesn't
have enough to eat." All in all this demonstrates
it's a good idea to add bugs to the world menu.

Real Student Sample

HOW OLIVER GREW AS A WRITER

- ~~What~~ is the worst thing about having a cold?
The worst thing about having a cold is you don't get to go out of bed to do stuff.
- ~~How~~ old should a kid be before they should be allowed to stay up all night for New Year's Eve?
A kid should be at least 8 to be allowed to stay up all night for New Year's Eve.
- ~~What~~ is the best place to go on vacation?
The best place to go on vacation is New York.
O lives

CITING TWO PIECES OF TEXTUAL EVIDENCE

Please read the article **INSIDE A SNAKE** and provide two pieces of evidence from the text to support each of the following claims.

According to the article, why are American alligators considered good mothers?

According to the article, there are two reasons why American alligators are considered good mothers.

According to the article, "The alligator does not sit on her eggs, but she does watch the nest." The author also states, "The mother gives her babies for up to a year."

According to the article, how do baby alligators use sound to communicate with their mothers?

According to the article, baby alligators use sound in two ways to communicate with their mothers.

In the passage it says, "The babies squeak when they are about to hatch, and the mother uncovers the eggs." As it says in the text, "They squeal to her when they are in danger."

- Why does the author of the article say the Nile River provided Ancient Egyptians with food?
The author of the article says the Nile River provided Ancient Egyptians with a ~~lot of~~ water for boat transportation. As the author states, "The Egyptians didn't build roads. They didn't need to—The Nile River was their highway." ~~The Nile River was the only way to travel in Egypt. The Nile River was one of the biggest advantages the Egyptians had for survival.~~
- Why does the author of the article call the Nile River a "superhighway" through the entire kingdom?
The author of the article calls the Nile River a "superhighway" through the entire kingdom because it carried them to any place in the kingdom. ~~According to the paragraph, "They made canals as job streets and used only boats for transport." If you add it all up it means the Nile River was definitely a "superhighway" through the entire kingdom.~~

Learning to
CLAIM IT!

Learning to
CITE IT!

Learning to
CEMENT IT!

ALAN SITOMER

Mastering
Short-Response
Writing:
Claim It!
Cite It!
Cement It!



SCHOLASTIC



SCHOLASTIC

CEMENT IT!

Succeed with evidence based-writing

Real Student Sample

ALAN SITOMER

Mastering
Short-Response
Writing:
Claim It!
Cite It!
Cement It!



SCHOLASTIC



SCHOLASTIC

STUDENT WORK: GABRIEL (4TH GRADE BOY)

Pre-Instruction Baseline Measurement

Name: Gabriel Date: 1/6/17

Please read the article *Pass the Bugs, Please!* and answer the following question.

Expository Question: According to the article, PASS THE BUGS, PLEASE! why is it a good idea for people to start eating bugs?

because it is easier to farm and pigs and cows take a lot of resources and time. And it is cheaper than raising like pork.

Post-Instruction Summative Assessment

Name: Gabriel Date: 3-16-17

Please read the article *Pass the Bugs, Please!* and compose a short response to the following question.

Expository Question: According to the article, PASS THE BUGS, PLEASE! why is it a good idea for people to start eating bugs?

9 weeks later

According to the article why is it a good idea for people to start eating bugs? According to the text all around the world people feast on bugs. The data shows more than 1,900 types of insects are edible. You can get the same key nutrients from eating insects as you would eat meat. For example 50 large grasshoppers have the same protein as a hamburger. It is cheaper to raise insects than raising livestock. Add it up and this means that insects are a great high source of protein. So if you are looking for a snack try something new like INSECTS.

Real Student Sample

Gabriel's Writing Journey

Gabriel 2/7/17

ACTIVITY

Answer the following questions.

- Make sure to provide at least one piece of evidence for each of your claims.
- Make sure to color code your replies (blue for claims, green for evidence)

1. Is it fair for a 4th grade teacher to assign homework over the weekend?

No it is not okay to have homework on the weekend
it is time to spend time with your family.

2. Should parents require their kids to take at least one day off every two weeks from watching screens (i.e. no phone, tablet, computer and/or tv) so that their children's eyes and brains can take a rest?

No Parents should not take away electronics

3. Which superhero has the best costume?

Deadpool is the best superhero and he has the coolest + costume.
Because he is a awesome superhero and he is loyal
with war. And he needs to keep on a mask because his
face is ugly.

4. What household chore is the most reasonable for a parent to require from their 4th grade child?



1. What is the worst thing about having a cold?

The worst thing about the cold is the snow
biting in your face and in your gloves.

2. How old should a kid be before they should be allowed to stay up all night for New Year's Eve?

A kid should be 8 years old to stay up on New
year's eve.

3. Where is the best place to go on vacation?

one of the best places to go on vacation is Genesee



Highest scoring response exemplar

STAAR Eng
March 2016

Single — 13

Claim It!

Cite It!

Cement It!

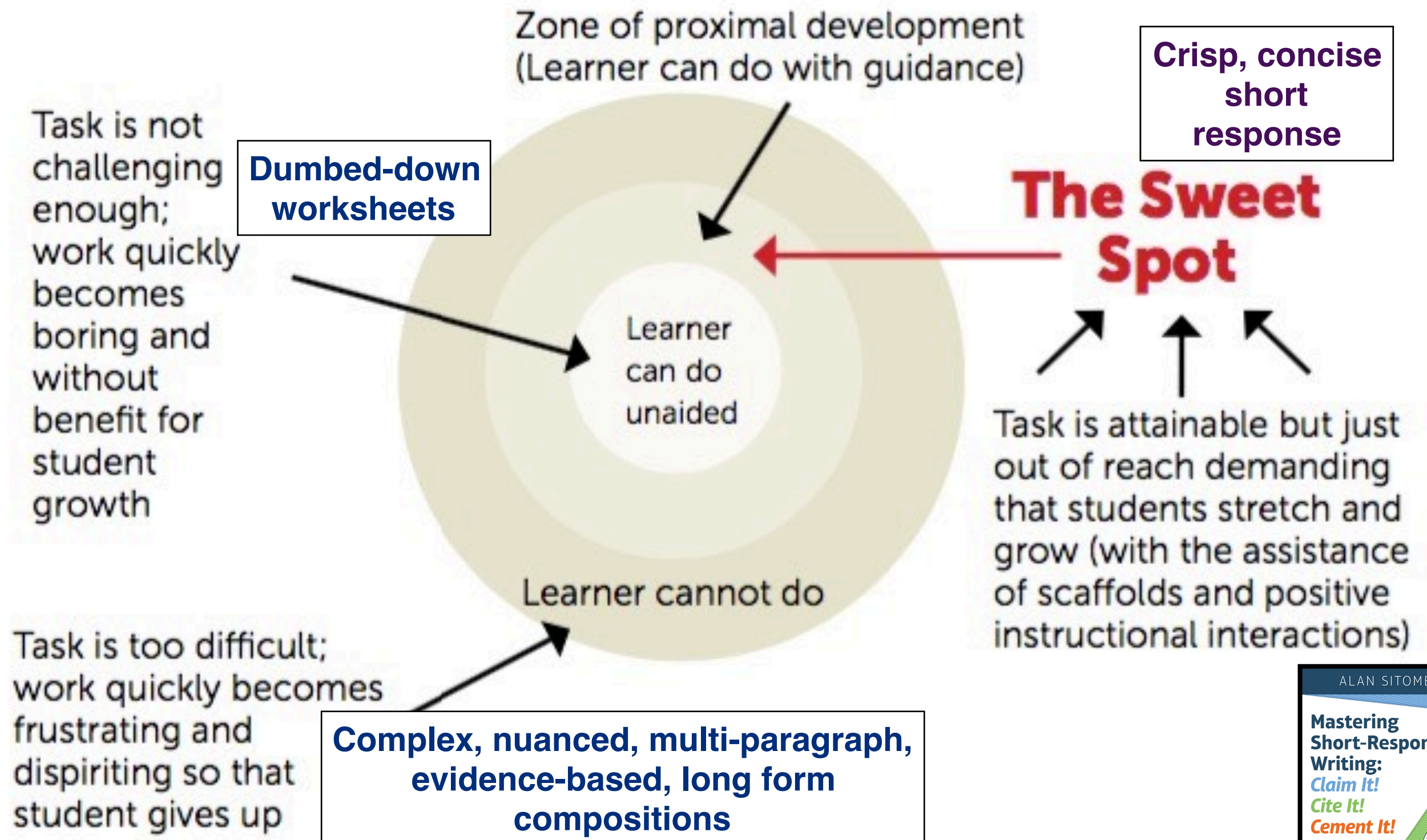
In the excerpt, Gogol's primary conflict is with his parents. They want him to "be called by a new name, a good name" at school, but "Gogol doesn't want a new name." These conflicting interests continue throughout the story. When Mrs. Lapidus sides with her husband, she takes Gogol's side. The excerpt finishes with Gogol's side prevailing; Mrs. Lapidus sends the parents a note "explaining that due to their son's preference he will be known as Gogol at school," and while the parents wonder what happened to their preference, in the end, "they have no choice but to give in." These opposing interests constitute the primary conflict in the excerpt.

Score Point 3

In this exemplary response, the student offers the perceptive idea that Gogol has "conflicting interests" because his wish to have a new name differs from his parents' wish. The student supports the idea with well-chosen direct quotations and paraphrased text that contextualizes more quotations. The combination of perceptive idea and text evidence shows the student has a deep understanding of the selection and makes this an accomplished reading performance.

Set student writers up to succeed.

Vygotsky's Zone of Proximal Development



Point of View
Universal Themes
Evidence
Author's Purpose
Character's Actions
Interpret
Analyze
Contribute
Theme

Claims - Highly Reasonable Rubric

3 Claim makes perfect sense. Ex. The school should offer students time each day to relax, play and reenergize.

2 Claim sort of makes sense. Ex. The school should offer three hours a day to students for play and relaxation.

1 Claim makes little to no sense. Ex. The school should cancel learning all day so students can play.

Claims - Richly Expressed Rubric

3 packs a nice PoP! Ex. It's critical that teachers send the clear message that bullying will not be tolerated at school.

2 Does the job done. Ex.

1 Has little to no energy. Ex. Bullying is bad and teachers should tell that to kids.

Maxine O. Bush
CLASSROOM

BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
<ul style="list-style-type: none">Walking in and around classBackpacks on the backs of chairs/ designated areaHands, feet and objects to self	<ul style="list-style-type: none">Enter silently at voice level 0Be polite and considerate at all times. Say "please" and "thank you"Help & encourage othersUse active listening and follow hand signalsExplain your ideas & tell why	<ul style="list-style-type: none">Sit in assigned seatHave homework readyHave paper and pencil/ pen readyParticipate in class activities and discussionsClean up after an activityRemind others to follow policies and procedures

Claims

Students should have to pay to play because schools do not have enough money to fund sports any more.

Students should not have to pay to play because schools should be encouraging students to participate in sports.

Schools should decrease how much coaches get paid, so students do not have to pay to play. Students should not have to pay to play b/c everything should be

Cause and Effect Claims

These claims argue that one person, thing, or event caused another thing to occur.

Example: Popularity of video games caused children to become more introverted.

Expository Vs Argumentative

Explain, describe, or inform

Convince or sway

Focuses on facts

Focuses on judges

Claims

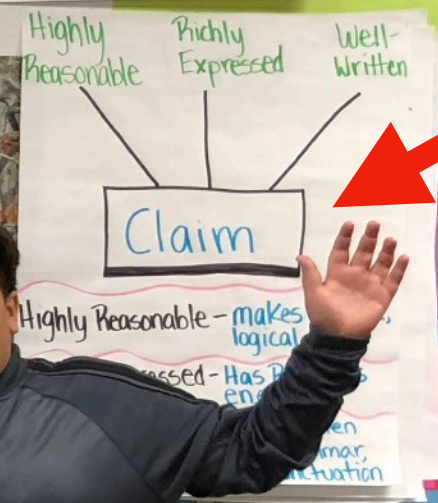
Definition: A claim is when someone says "this is true" - it's when a person puts forth an idea as an actual fact.

Claim (idea supported with evidence)

Not a Claim (actual fact)

Nike are more fashionable than Adidas

The bus driver is always late about the passengers



Real Fidelity to the Strategies In Classroom After Classroom

Handwritten notes on a whiteboard showing the P.Q.A. strategy. The notes include:

- P.Q.A. Strategy:**
 - Step 1: Identify the Question word. (S.W.s: Who, What, When, Why, Where)
 - Step 2: Cross out question word. (Example: What did Mr. Imatong travel to Mars?)
 - Step 3: Underline Key words. (Example: Mr. Imatong traveled to Mars because he went to save Mike the Pickle.)
 - Step 4: Put the question in the answer!!!
- Example:**
 - Question: What did Mr. Imatong travel to Mars?
 - Answer: Mr. Imatong traveled to Mars because he went to save Mike the Pickle.
 - Evidence from text: (cite it)

T.G. Barr is becoming an outstanding "Triple C" campus!

Students are demonstrating improved writing skills by using **P.Q.A. strategies** and citing strong evidence from texts on a daily basis.

Our Super Star dedication to teaching the "Triple C's" will soon reap its rewards throughout every classroom!

Handwritten notes on a whiteboard showing the PQA strategy. The notes include:

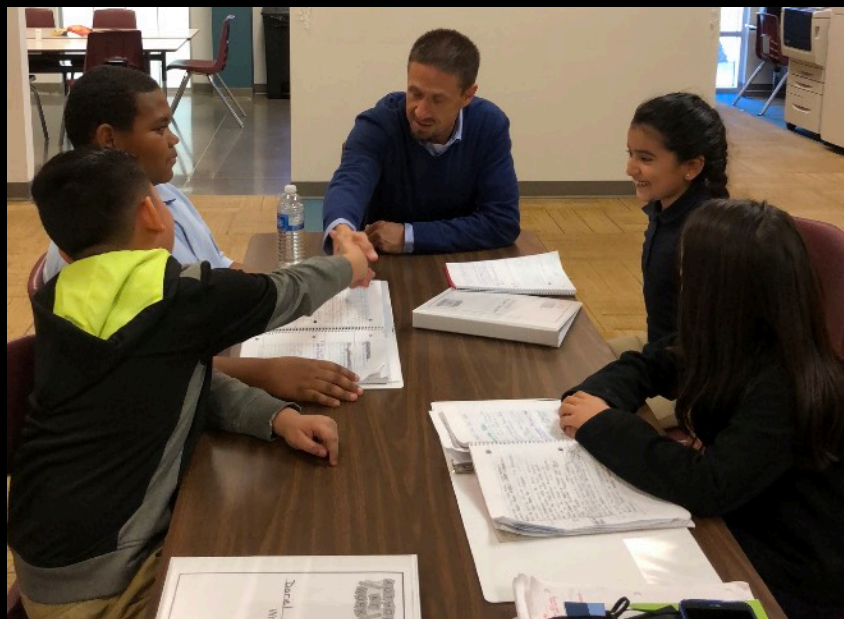
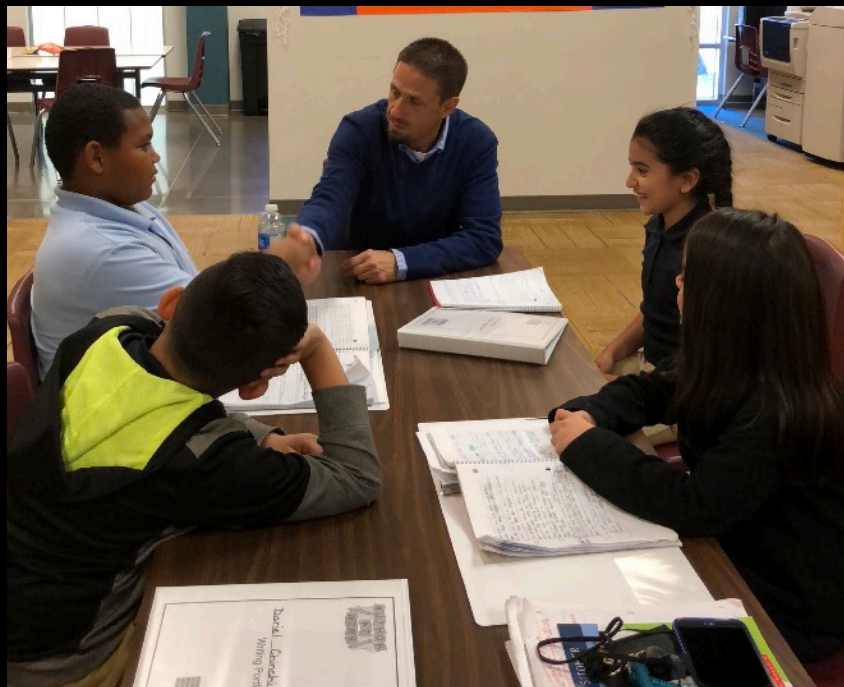
- How to answer a question:**
 - Read question! (twice)
 - PQA**
 - CLAIM** - using PQA
 - CITE IT!** - Use Evidence from the text.
- Example:** The article states, "Students grades are higher when they are given 45 minutes of recess a day."

Three colorful cards with the following text:

- Claim It**
- Cite It**
- Cement It**

Basic Syntax Rules	
Subject + verb	He walks.
adjective + noun	The red ball
noun + linking verb + adjective (or prepositional phrase)	The ball is red.
noun + pronoun	Pronoun replaces noun after noun is introduced.
preposition + noun (a prepositional phrase)	under the bridge
Clause + conjunction + clause (subject + verb)	The students must play inside because it's raining.
Conjunction + clause + clause	Because it's raining, the

Students Show Off Their Writing Portfolios



BIG POINT!



When we increase the writing, we are also going to increase the reading.

HOW THE FOCUS ON EVIDENCE-BASED WRITING INCREASES READING COMPREHENSION

**When we increase the writing, we are also going to
increase the reading.**

Read this sentence from paragraph 1.



At the southeast end of Brooklyn, New York, lie
the ruins of a field

This is about citing evidence.

Which fact from the selection best supports this claim?

- A** *When the United States entered World War II in 1941, Floyd Bennett Field was the most active airport in the country.*
- B** *It opened in 1931, when propeller planes were commonplace.*
- C** *Floyd Bennett Field was New York City's first municipal airport.*
- D** *Still others flew planes across the country to the West Coast to prepare for battles in the Pacific region.*

HOW THE FOCUS ON EVIDENCE-BASED WRITING INCREASES READING COMPREHENSION

**When we increase the writing, we are also going to
increase the reading.**



Cementing conclusions.

Based on the labels in the diagram of the human eye, the reader can conclude that —

- A** more muscles are used to move the eye than to blink
- B** eye muscles are stronger than any other muscles in the body
- C** blinking provides several benefits to the eyeball
- D** blinking happens in a way that does not affect a person's vision



HOW THE FOCUS ON EVIDENCE-BASED WRITING INCREASES READING COMPREHENSION

When we increase the writing, we are also going to increase the reading.

Making a claim!



What is the main idea of the selection?

- F** Spencer spent a long time trying to find a guide horse to help her.
- G** Confetti is a miniature horse that has become a wonderful guide animal.
- H** Guide horses must be trained before they can help people with special needs.
- J** Confetti is a lot like a dog and can go anywhere a guide dog can go.

BIG POINT!



When we increase the writing, we are also going to increase the reading.

What skills will be in demand?

Literacy Skills



Reading



Writing



Coding

Florida Council of Language Arts Supervisors
September 27, 2018

THANK YOU!

today's presenter:



Alan Sitomer

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