Louisiana Department of Education
Mentor Teacher Training

Module 5:
Delivering High-Quality, Standards-Aligned
ELA Instruction

Secondary ELA Cohort

Facilitated by Learning Forward

Mentor Training Goals

1. Build strong relationships with their new and resident teachers.
2. Use quantitative data (i.e. student achievement results from summative and formative assessments) and qualitative data (i.e. student work and feedback, classroom observations, peer and supervisor feedback) to identify and prioritize new and resident teacher's strengths and areas for growth based on teacher **certification competencies and performance expectations**.
3. Implement a continuum of support and coaching techniques to build new and resident teacher knowledge and skill in content and content-specific pedagogy and self-analysis and reflection skills.
   - Set short- and long-term professional growth goals based on student results.
   - Create a logical sequence of coaching opportunities to build new/resident teacher's skill over time to reach goals.
   - Identify and leverage high-quality, evidence-based resources to support new and resident teachers' specific needs.
   - Lead effective feedback/coaching conversations grounded in student evidence (includes difficult conversations).
   - Track new and resident teacher progress.
   - Model and facilitate resident self-reflection and improvement.
4. Deepen content knowledge and content-specific pedagogy to support continued development of teacher competencies in the respective content areas.
5. Assess and develop mentor competencies in their discipline to identify strengths and gaps and to develop areas of need. These assessments are based on competencies and student results.

Module 5 Outcomes

Mentor teachers will:

- Explain Louisiana's ELA goal that all students will be able to read, understand, and express their understanding of complex texts.
- Demonstrate "big picture" understanding of strong literacy instruction by norming on the individual but interconnected components of literacy.
- Describe the relationship between content knowledge and reading comprehension.
- Describe what fluency is and why it is important.

Module 5 Key Points

- We must make the following "instructional shifts" in order to reach our ELA goal:
    - Give students regular practice with complex text
    - Ground all reading, writing, and speaking in textual evidence
    - Build knowledge through content-rich nonfiction
- Close Reading and Volume of Reading are the two main approaches included in the Guidebooks to support students in reaching the ELA goal.
- Fluency is a prerequisite for building reading ability and a love of reading. It is critical that disfluent readers receive intervention to support their fluency development in all grades.

Module 5 Agenda

8:30-12:00

- Overview, outcomes, agreements
- Reflection on Module 3-4 assignments
- Introduction to ELA Guidebooks
- Unpacking the ELA Guidebooks: The big picture
- Building knowledge to support comprehension

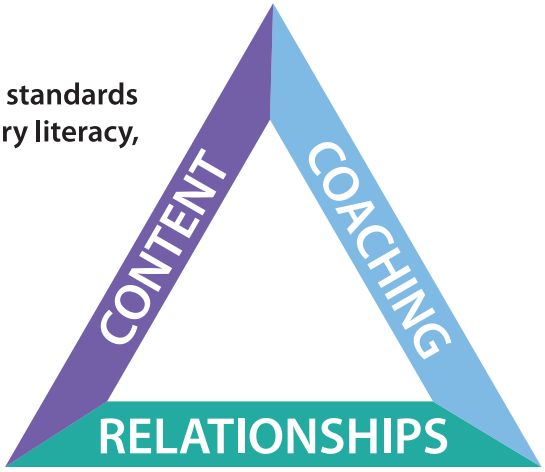
12:45-4:00

- Building Knowledge: Conceptual coherence
- Fluency as a foundation
- Teacher Preparation Competencies in ELA
- Wrap-Up

Agreements

- **M**ake the learning meaningful
- **E**ngage mentally and physically
- **N**otice opportunities to support the learning of others
- **T**ake responsibility for your own learning
- **O**wn the outcomes
- **R**espect the learning environment and the use of personal technology

- **Student content-area standards (ELA, math, disciplinary literacy, other disciplines)**
- **State curriculum**
- **Teacher-preparation competencies**
- **Effective instruction**



- **Mentor distinction criteria**
- **Roles and responsibilities**
- **Coaching supports**
- **Coaching cycle**
  - **Assessing**
  - **Goal setting**
  - **Observing**
  - **Conferring**
- **Gradual release**

- **Partnership agreements**
- **Trust**
- **Growth-oriented (difficult) conversations**
- **Handling stress**

Reflections on Module 3-4 assignments

Co-teaching reflection

1. What agreements did you establish prior to co-teaching? How did you decide those were the most important ones to establish?
2. What were the learning goals for you and your co-teacher for this co-teaching experience? How did you assess your success?
3. Which co-teaching method(s) did you use? Describe the factors you and your resident teacher/colleague considered to choose the co-teaching method you did.
4. What unanticipated surprises, issues, or challenges did you encounter and how did you and your co-teacher handle them? If you didn't have any, what might have contributed to the absence of them?
5. What will you do in future co-teaching situations, particularly with resident teachers, that will strength the opportunity for both teacher and student learning?

Key shifts in ELA

1. Share evidence from your classroom that demonstrates your application of the ELA shifts. Describe how the practices influenced student learning.

Reflection conversation

1. Describe briefly the reflection conversation. With whom did you hold the conversation? What was the teacher's learning goal? What was the student learning goal?
2. Which stance (consult, collaborate, mediate) did you intend to take? Explain your reason for selecting this stance?
3. What were some prompts or questions you prepared/selected for the conversation? Analyze how two of those prompts or questions aligned with your selected stance.
4. What did you learn about your use of communication skills (listening, pausing, paraphrasing, and positive presuppositions) during the reflection conversation?
5. What did the teacher learn as a result from this reflection conversation?
6. What did you learn as a mentor from this reflection conversation?

Successes	Challenges	Insights

Note Catcher: Introduction to the Guidebooks (ELA Session 1)

ELA Content Module 1

Do Now

What must/should a literate person in the 21st century know and be able to do?

Why are these skills necessary?

Session Objectives	Agenda
• Deepen understanding of Louisiana's ELA goal that all students will be able to read, understand and express their understanding of complex texts. • Connect the ELA goal to the three instructional shifts in literacy. • Explain how the guidebooks reflect the instructional shifts and are designed to support students in achieving the ELA goal.	

Time	Task
8 min	Getting Started
25 min	ELA Goal + Instructional Shifts
15 min	Explore the Guidebooks
10 min	Reflect + Wrap Up

Louisiana's ELA Goal	
All of Louisiana's students will be able to: • Read complex texts • Understand complex texts • Express their understanding of complex texts	*What do you notice about each component of the ELA goal?*

Video Analysis *What resonates with you? What surprises you? What questions do you have?*

The Instructional Shifts
1. **Complexity:** Regular practice with complex text and its academic language 2. **Evidence:** Reading, writing, and speaking grounded in evidence from text, both literary and informational 3. **Knowledge:** Building knowledge through content-rich nonfiction

Curriculum Sample Analysis		
Example	**How does this example reflect the instructional shifts?**	**How does this example support students in meeting the ELA goal?**
1		
2		
3		
4		

5		

Capture Your Learning	
Question	**Response**
Name and briefly summarize the 3 instructional shifts.	
How do the Guidebooks embody these shifts, and how do they support students in achieving the ELA goal?	

Curriculum Samples

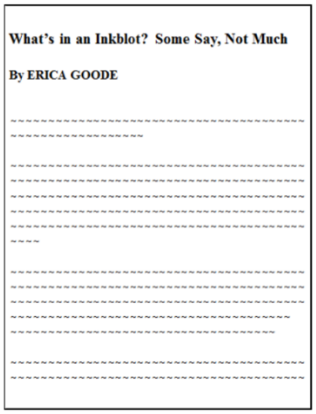
ELA Content Module 1, Session 1

EXAMPLE #1

Excerpt from Lesson #5: "What's an Inkblot? Some Say Not Much"

Card 5 of 8

Let's Read!


What's in an Inkblot? Some Say, Not Much

By ERICA GOODE

- Listen as I reread the first section of "What's in an Inkblot? Some Say, Not Much" by Erica Goode.

Let's Read!

Suggested Pacing: ~ 12 minutes

Directions:

- Ask students, "What event prompted the author to write this article?" (Students should identify that an article was published saying the Rorschach test is flawed and should not be used.)
- Say: "I'm going to read the first part of this text aloud. As I read, I want you to think about the debate over the Rorschach and other projective tests. What is the claim of each side of the debate?"
- Read aloud the first section of the text (from the beginning until "A History of Controversy") as students follow along.
- Conduct a brief whole-class discussion based on the claim of each side of the debate. Students should cite evidence to support their answers.
- Record student answers on a white board or chart paper.

Guiding Questions and Prompts:

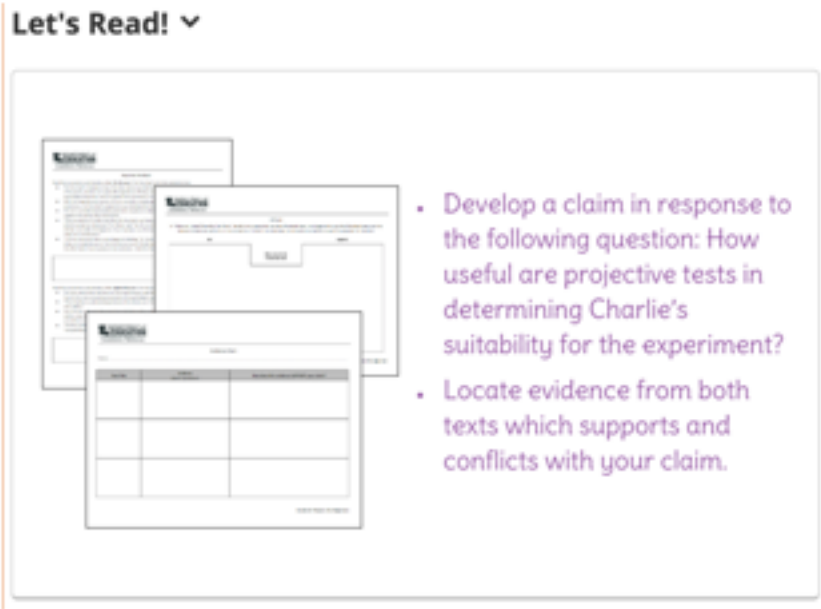
- "What does it mean if a test is *flawed*?"
- "Why does the author suggest the debate over the Rorschach test will become more heated?"

Student Look-Fors:

- Students should understand that the Rorschach tests are often in custody battles and for diagnosing and treating patients who may have experienced abuse.
- One side of the debate believes projective tests are flawed and limited in their use.
    - "While the Rorschach and the other projective techniques may be valuable in certain specific situations, the reviewers argue, the tests' ability to diagnose mental illnesses, assess personality characteristics, predict behavior or uncover sexual abuse or other trauma is very limited." (Paragraph 11)
    - "The tests, which often take hours to score and interpret, add little information beyond what can be gleaned from far less time-consuming assessments, the psychologists say." (Paragraph 12)
- The other side of the debate believes projective tests are useful in clinical situations.
    - "They 'have been used for a long time very effectively, with very good results and a great deal of scientific support,' he said." (Paragraph 16)

EXAMPLE #2

Excerpt from Lesson #8: Apply Knowledge to "Flowers for Algernon"



Let's Read!

Suggested Pacing: ~ 10 minutes

Directions:

- Instruct students to write their claim in response to the question on the top of the evidence chart.
- Prompt students to review "What's in an Inkblot? Some Say, Not Much" and "Flowers for Algernon" to locate evidence which supports and conflicts with their claim.
- Allow students to use their completed H-chart and argument analysis handout to locate evidence.

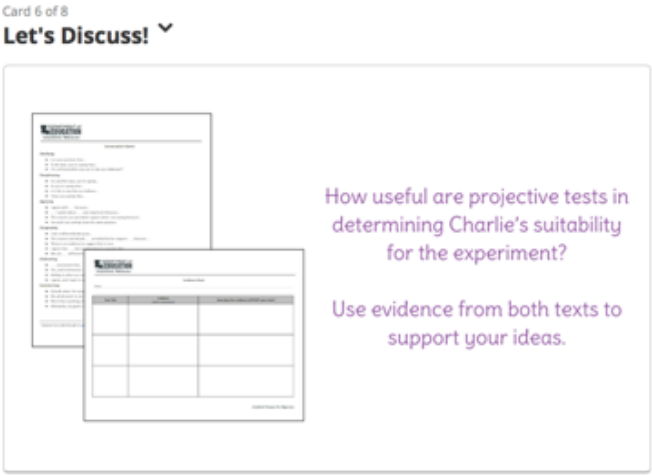
Guiding Questions and Prompts:

- As needed, model for students how to support their claims: Project a paragraph and model where to include evidence from the text to support the identified claim and how to locate that evidence using the text and other notes. Access model paragraphs (original and revised) from the lesson exemplars and revised lessons exemplars under the Additional Materials tab.

Student Look-Fors:

- Access a completed evidence chart under the Additional Materials tab.

EXAMPLE #2 (continued)



Let's Discuss! Suggested Pacing: ~ 10 minutes

Directions:

- Conduct a discussion (either as a whole class in various small groups) in response to the question on the slide.
- Ensure students use the conversation stems and provide relevant textual evidence in their discussion.

Guiding Questions and Prompts:

- "Was the Rorschach useful in Charlie's situation?"
- "How does Charlie's experience with the Rorschach tests support the controversy surrounding the tests?"
- Prompt students to use the conversation stems as they are discussing. As needed during the discussion, model how to use the stems. The goal is to get students to use these prompts as statements when they discuss with their peers.
    - "So you're saying/asking/seeking clarification on [restatement of the student's comment/question]. Do I have that right?"
    - "Y, restate or rephrase what X said."
    - "How do you know? What evidence from the text supports your thinking?"
    - "Who agrees/disagrees with X? Why?"
    - "Can someone add to what X said?"
    - "Take your time. We'll wait."
    - "Who wants to change their thinking after listening to X's explanation/comment/question? How did it change your thinking?"

Student Look-Fors:

- Access exemplar student responses under the Additional Materials tab.
- Students should express similar ideas in their conversations in preparation for writing in response to a similar prompt.

EXAMPLE #3

Excerpt from "Let's Set the Context" Video for Lessons 5-9

Video 1

What is a Rorschach Test?

These instructional videos are for students who need extra support with the content and texts in advance of the unit. Assign one or more videos to those selected students to watch on their own on any device. Students encounter stopping signs across the ...

Let's Set the Context!

These instructional videos are for students who need extra support with the content and texts **in advance of the unit**. Assign one or more videos to those selected students to **watch on their own** on any device.

- Students encounter stopping signs across the video when they pause to complete part of a handout.
- Students need a printed handout for each video

What is a Rorschach Test?

1. Click the video to play and pause.
2. Follow instructions in this video for when to pause it and answer the questions in the handout.

Questions included in the Student Handout:

1. Write one sentence explaining what you see in the inkblot.
2. Write one sentence summarizing the excerpt from the article.
3. Read the sentence: **"And the psychologists argue that even when the Rorschach appears to have greater validity – for example, in assessing intelligence, diagnosing schizophrenia, and predicting a patient's success in psychotherapy – it is not clear how much additional knowledge is gained from the test."**
    a. Underline the part of the sentence that lists three instances when the inkblot test is useful.
    b. Circle the part of the sentence where the author states the opposite view.
4. Summarize both sides of the argument about the Rorschach test in your own words.

EXAMPLE #4

Sequence of texts included in the "Flowers for Algernon" unit

What's in an Inkblot? Some Say, Not Much

By ERICA GOODE

GO TO LESSON PLAN

Psychology has produced few more popular icons than the Rorschach inkblot test.

Devised 80 years ago by a young Swiss psychiatrist, the Rorschach has entered the language as a synonym for anything ambiguous enough to invite multiple interpretations. And beyond its pop culture status, it has retained a central role in personality assessment, administered several hundred thousand times a year, by conservative estimates, to both children and adults.

In custody disputes, for example, the test is used to help determine the emotional fitness of warring parents. Judges and parole boards rely on it for insight into a prisoner's criminal tendencies or potential for violence. Clinicians use it in investigating accusations of sexual abuse, and psychotherapists, as a guide in diagnosing and treating patients.

Yet almost since its creation, the inkblot test has also been controversial, with early critics calling it "cultish" and later ones deeming it "scientifically useless."

And in recent years, academic psychology departments have been divided over the merits of the test, and some have stopped teaching it.

The debate is likely to become even more heated with the publication of an article provoking discussion and anger among clinicians who routinely use the Rorschach. In the article, three psychologists conclude that the inkblot test and two others commonly used — the Thematic Apperception Test or T.A.T. and the Draw-a-Person test — are seriously flawed and should not be used in court or the consulting room.

EXAMPLE #4 (continued)

Sequence of texts included in the "Flowers for Algernon" unit

New and Emerging Theories of Intelligence

Originally prepared by: Kristin Garrigan and Jonathan Plucker (fall 2001)

Introduction

(back to outline)

You cannot pick up a magazine today without seeing an article regarding intelligence or intelligences. The study of intelligence has proved to be a continuously evolving, dynamic field, with the breadth of the field expanding rapidly over the past 25 - 30 years. Many individuals, such as Gardner, Naglieri, and Goleman, argue that our view of human intelligence is far too narrow, leading the way to an expanded view of what intelligence is and what constitutes an intelligence. Several of the new and emerging intelligences are noted in the following sections.

The Theory of Multiple Intelligences

(back to outline)

In the early 1980s, Howard Gardner opened the window to multiple intelligences (MI), Prof. Gardner claimed that MI theory illuminates the fact that humans exist in a multitude of contexts and that these contexts both call for and nourish different arrays and assemblies of intelligence. Many psychologists have expounded on this notion and today the number of quantifiable intelligences extends beyond that of Gardner's initial seven multiple intelligences. MI Theory is discussed in greater depth in a separate Hot Topic.

Sternberg's Conceptions

(back to outline)

Robert J. Sternberg has devoted much of his career to the study of various conceptions of human intelligence. Starting with his Triarchic Theory of Human Intelligence (Sternberg, 1985), he has expanded on his view of human ability and success. Successful intelligence is defined as that set of mental abilities used to achieve one's goals in life, given a socio-cultural context, through adaptation to, selection of, and shaping of environments. Successful intelligence involves three aspects that are interrelated but largely distinct: analytical, creative, and practical thinking (Sternberg, 1998). Practical Intelligence is the ability to size up a situation well, to be able to determine how to achieve goals, to display awareness to the world around you, and to display interest in the world at large (Sternberg, 1990; Sternberg et al., 2000; Wagner, 2000). Prof. Sternberg is working on several projects that examine the interrelation of his various conceptions of ability in applied settings.

Moral Intelligence

(back to outline)

Moral Intelligence is the ability to distinguish between right and wrong. Broadly conceived, moral intelligence represents the ability to make sound decisions that benefit not only yourself, but others around you (Coles, 1997; Hass, 1998).

EXAMPLE #4 (continued)
Sequence of texts included in the "Flowers for Algernon" unit

Does IQ Test Really Measure Intelligence?

By Denise Mann

Dec. 20, 2012 -- Single tests that measure intelligence quotient, or IQ, may become a thing of the past.

A new study of more than 100,000 participants suggests that there may be at least three distinct components of intelligence. So you could not give a single, unified score for all of them.

Researchers' understanding of the complexities of the human brain has evolved, and so too has the notion of IQ, what it really means, and how it is most accurately captured.

"There are multiple types of intelligence," says researcher Adam Hampshire, PhD. He is a psychologist at the Brain and Mind Institute Natural Sciences Centre in London, Ontario, Canada. "It is time to move on to using a more comprehensive set of tests that can measure separate scores for each type of intelligence."

Using Many IQ Tests

In the study, all participants were invited to take a series of 12 online tests that measure memory, reasoning, attention, and planning as well as information on the test takers' background and lifestyle. The entire test takes about 30 minutes to complete.

EXAMPLE #4 (continued)
Sequence of texts included in the "Flowers for Algernon" unit

IQ tests are 'meaningless and too simplistic' claim researchers

- **Researchers say findings are a 'wake up call' for anyone using current tests**
- **Comes after biggest ever study of intelligence**

By NICHOLAS MCDERMOTT
PUBLISHED: 13:12 EDT, 19 December 2012 | **UPDATED:** 14:08 EDT, 18 July 2016

It will come as a relief to those who failed to shine when taking an IQ test.

After conducting the largest ever study of intelligence, researchers have found that far from indicating how clever you are, IQ testing is actually rather 'meaningless'.

In a bid to investigate the value of IQ, scientists asked more than 100,000 participants to complete 12 tests that required planning, reasoning, memory and attention.

Researchers say that traditional IQ tests simply do not work as they cannot measure every aspect of intelligence - and said their findings are a 'wake up call' for schools, universities and others that use the tests

They also filled in a survey on their background.

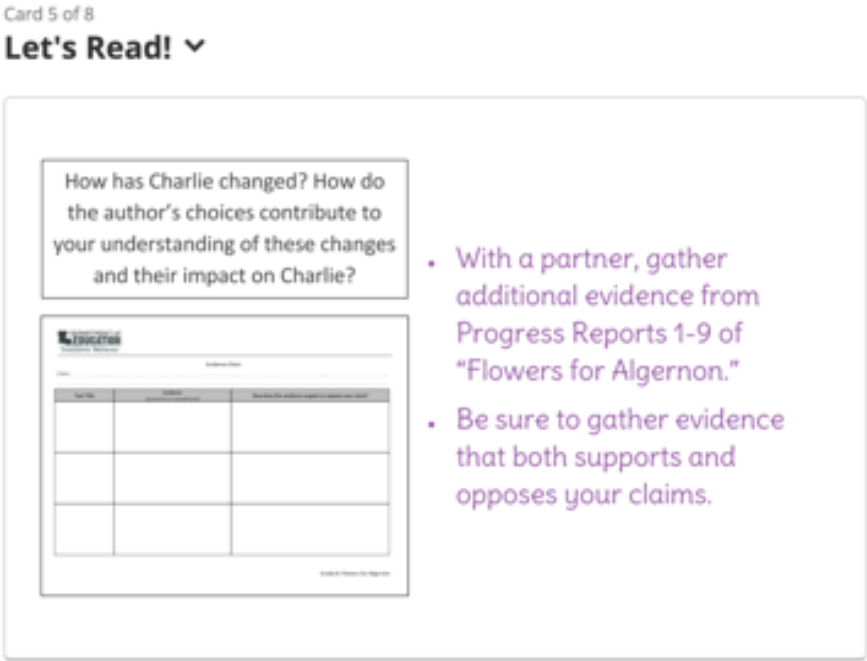
They discovered that far from being down to one single factor, what is commonly regarded as intelligence is influenced by three different elements - short-term memory, reasoning, and verbal ability.

But being good at one of these factors does not mean you are going to be equally gifted at the other two.

Scientists from Canada's Western University in Ontario, also scanned some of the participants' brains while they undertook the tests.

EXAMPLE #5

Excerpt from Lesson #14: Conduct a Socratic Seminar



Let's Read!

Suggested Pacing: ~ 8 minutes

Directions:

- Divide students into pairs so that students with similar claims are paired together.
- Remind students of the goal and process of the Socratic seminar: "Today we are going to conduct a Socratic seminar. The goal of the seminar is to evaluate the success of Charlie's surgery as we understand it so far in 'Flowers for Algernon.' To conduct our seminar, we will be dividing into two circles--an inner circle and an outer circle. The inner circle will be responsible for discussing the questions on the slide. The outer circle will be responsible for listening to the inner circle and taking notes of the claims, reasons, and evidence provided during the seminar. To prepare for our seminar, we are going to locate evidence and then establish norms for the inner circle as a class."
- Ask each pair to share the evidence they gathered for homework and work together to locate additional evidence.
- Remind students to collect as much evidence as they can, as they will use it during the seminar.

Student Look-Fors:

- Access a completed evidence chart under the Additional Materials tab.

EXAMPLE #5 (continued)
Excerpt from Lesson #14: Conduct a Socratic Seminar

Card 6 of 8

Let's Discuss!

Inner Circle Norms
• **Refer to the text to demonstrate understanding of the text.** • **Use the conversation stems.** • **Everyone should participate**: Invite and allow others to speak at least once. • **Continue the conversation**: Talk to each other and listen to build on each other's thoughts. • **Consider all viewpoints and ideas**: Justify your own claim or acknowledge changes in your perspective. • **You are responsible for the quality of the seminar.**

Let's Discuss!

Suggested Pacing: ~ 10 minutes

Directions:

- Establish norms as a class for the inner circle during the seminar.
- See the Additional Notes below for other options in adapting this process.
- Write the norms on chart paper or white board so students can see them during the seminar.
- Model and/or practice expectations for engaging in the seminar. See the Student Look-Fors for modeling/practice ideas.

Student Look-Fors:

- Ask students to review the conversation stems with their partner to identify which ones would be good for meeting a specified expectation. Have 2-3 pairs role play some examples of how they could use the stems to meet that expectation, such as inviting someone into the conversation or considering all viewpoints and ideas while justifying their own claim and acknowledging changes in their perspective.

Student Look-Fors (continued):

- Prompt pairs to write 2-3 clarifying questions they might ask about the Socratic seminar question, such as "Why did Charlie have the surgery?" or "What were the results of the surgery?" Explain to students that having these questions on hand will allow them to extend the conversation and invite others to participate.
- Have students practice with their partner using the conversation stems to distinguish an opposing claim from their own claim and using evidence which supports that claim to support their own. For example, "While X says Charlie is not better off from the surgery because he is now knows his friends really aren't his friends, I see it differently because now at least Charlie knows not to hang out with Joe and Frank any longer. Knowing is better than not knowing and being a fool."

Additional Notes:

- Depending on the situation in the classroom, there a few options for personalizing the process described above. For example, the outer circle may keep track of the claims, reasons, and evidence on notebook paper, or, if there is access to technology, the outer circle may capture the claims and evidence using a backchannel platform such as TodaysMeet. Another option for the outer circle is for them to evaluate the performance of an identified person in the inner circle using a discussion rubric or watching for use of the conversation stems.
- Norms are a list of expectations students should meet and will be evaluated on during a Socratic seminar.
- They are important to set up front and practice so that students have a clear idea of what a successful seminar will look and sound like.
- When establishing norms as a class, focus on what students most need support with in scholarly conversations.
- The norms and conversation stems on the slide are options, but these should be established by the class based on areas in which students need additional practice.

- For further clarity on how to implement a Socratic seminar in a classroom, refer to http://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/student-led-discussions.pdf?sfvrsn=2 or https://www.facinghistory.org/for-educators/educator-resources/teaching-strategy/socratic-seminar.

Note Catcher: The BIG Picture (Session 2)

ELA Content Module 1

Do Now

What are all of the components of a strong literacy program?

How do you currently address these components in your classroom?

Session Objectives	Agenda
• Understand the various components of literacy instruction and explain how these components work together in support of our ELA goal • Distinguish between volume of reading and close reading • Explore where and how these components are addressed in the Guidebooks 2.0 curriculum • Become acquainted with Guidebooks 2.0 Approach Guides	

Time	Task
8 min	Getting Started
15 min	Article: "Elements of Success for All"
20 min	Guidebook Approach to Literacy
10 min	Explore Supplemental Guides
7 min	Reflect + Wrap Up

SECURING THE CORE FOR EACH AND EVERY STUDENT (ELA)

Requires regular support and intensive practice to:

1. **Address Fluency for those students who need it**
2. **Support Development of Academic Language proficiency through Speaking and Listening**
3. **Support Development of Academic Language proficiency through attention to syntax and academic vocabulary in complex text**
4. **Grow Academic Vocabulary through word study, close reading and a volume of reading**
5. **Read Complex Text closely and analytically on a regular basis gradually developing students' ability to learn from complex text independently (R.10 grades 2-12)**
6. **Increase the Volume and Range of *Accountable* Reading**
7. **Use Evidence to inform, argue and analyze (write and speak with support from sources)**
8. **Provide opportunities for short focused research on a regular basis**

Why the focus on close reading?

Close Analytic Reading integrates and further develops many of the elements that are needed to support *each* student in meeting the standards. This capacity for incorporating so many of the other strands in one set of activities makes close analytic reading essential.

Close Analytic reading incorporates:

Academic Language: Close attention to words, sentences and language use within the context of the text's unfolding ideas initiates students into the academic language essential to becoming an educated person. This close attention is vital for ensuring success of EL and struggling readers.

Word Study: Careful attention to word choice provides teachers the opportunity to highlight not only the semantic but the grammatical, structural and orthographic components essential to successful word study. Students will develop the habit of noticing words and seeing how and why they work together.

Fluency: Rereading and hearing rich text read aloud develops fluency. At the same time, it brings struggling readers and EL students into the discussion on an equal footing rather than segregating them with simpler and too often, lesser, texts.

Learning from Text Independently: Close analytic reading integrates support and teacher guidance with tasks and culminating assignments done by students in small groups and independently. Analytic reading cultivates the habits of mind that develop students into strong independent readers.

> *Note on Volume of Student Reading: Close reading itself cannot provide the volume of reading needed to acquire the lexicon of academic words and the background knowledge essential for all students to achieve academic success. What it does is change the way students read by providing the tools and developing the habits of mind that will allow all students to learn independently from the texts they read. This will allow all students to successfully read the quantity of text needed to become fully college and career ready*

Evidence Based Speaking and Writing: In addition to listening and reading: analytic reading lessons consistently integrate discussion of the text under consideration as well as multiple opportunities for writing using text evidence. The lesson always culminates in a writing assignment that calls on the students to demonstrate understanding of the text under consideration.

How do these components compare to the components you identified in your Do Now?

Comparison Chart	
Close Reading	**Volume of Reading**
• Complex, grade-level text • Focus on fewer pages at a time • All students read the same text • Teaches students to attend carefully to text • Requires heavy support • Solely instructional • Exposes students to higher-level content • Gives all students access	• Texts at various levels • Read more pages • Student or teacher choice of text • Rapidly builds knowledge and vocabulary • Requires light support • Guided or independent reading • Builds knowledge of words and the world • Builds love of reading
Close Reading Summary Statement	**Volume of Reading Summary Statement**

Capture Your Learning	
Question	**Response**
What are the components of a healthy literacy diet and how are these addressed in the ELA Guidebooks?	
What are the differences between close reading and volume of reading? What does each contribute to students' literacy development?	
What "lies in between" close reading and volume of reading?	

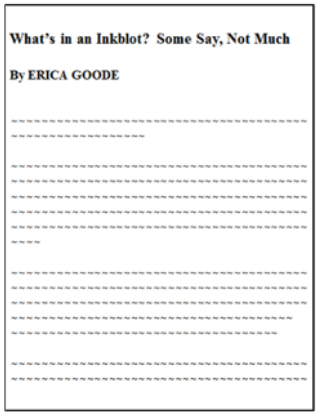
Gallery Walk Chart #1

ELA Content Module 1, Session 2

Excerpt from Lesson 5: "What's in an Inkblot? Some Say, not Much"

Card 3 of 8

Let's Prepare!


What's in an Inkblot? Some Say, Not Much

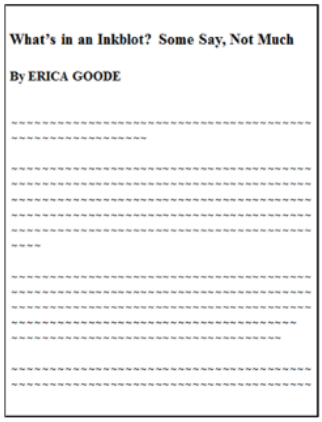
By ERICA GOODE

Today we will:

- Read the informational text, "What's in an Inkblot? Some Say, Not Much" by Erica Goode.
- Analyze the academic vocabulary in the text.
- Explain the debate surrounding projective tests and make a connection to "Flowers for Algernon."

Card 5 of 8

Let's Read!


What's in an Inkblot? Some Say, Not Much

By ERICA GOODE

- Listen as I reread the first section of "What's in an Inkblot? Some Say, Not Much" by Erica Goode.

Suggested Pacing: ~ 12 minutes

Directions:

- Ask students, "What event prompted the author to write this article?" (Students should identify that an article was published saying the Rorschach test is flawed and should not be used.)
- Say: "I'm going to read the first part of this text aloud. As I read, I want you to think about the debate over the Rorschach and other projective tests. What is the claim of each side of the debate?"
- Read aloud the first section of the text (from the beginning until "A History of Controversy") as students follow along.
- Conduct a brief whole-class discussion based on the claim of each side of the debate. Students should cite evidence to support their answers.
- Record student answers on a white board or chart paper.

Guiding Questions and Prompts:

- "What does it mean if a test is *flawed*?"
- "Why does the author suggest the debate over the Rorschach test will become more heated?"

Student Look-Fors:

- Students should understand that the Rorschach tests are often in custody battles and for diagnosing and treating patients who may have experienced abuse.
- One side of the debate believes projective tests are flawed and limited in their use.
    - "While the Rorschach and the other projective techniques may be valuable in certain specific situations, the reviewers argue, the tests' ability to diagnose mental illnesses, assess personality characteristics, predict behavior or uncover sexual abuse or other trauma is very limited." (Paragraph 11)
    - "The tests, which often take hours to score and interpret, add little information beyond what can be gleaned from far less time-consuming assessments, the psychologists say." (Paragraph 12)
- The other side of the debate believes projective tests are useful in clinical situations.
    - "They 'have been used for a long time very effectively, with very good results and a great deal of scientific support,' he said." (Paragraph 16)

Gallery Walk Chart #2

ELA Content Module 1, Session 2

Excerpt from Lesson 18: Analyze language to determine tone and meaning

Card 3 of 9

Let's Prepare!

DEPARTMENT of EDUCATION
Louisiana Believes

Excerpts from *Frankenstein; or, the Modern Prometheus*

Mary Shelley

Today we will:

- Reread portions of the excerpt from Chapter 4 of *Frankenstein; or, the Modern Prometheus* by Mary Shelley.
- Continue to analyze the language to determine how it impacts our understanding of Dr. Frankenstein's character.

Card 7 of 9

Let's Discuss!

DEPARTMENT of EDUCATION
Louisiana Believes

Excerpts from *Frankenstein; or, the Modern Prometheus*

Mary Shelley

How does Dr. Victor Frankenstein's attitude toward his work change?

What does the shift in tone reveal about Dr. Frankenstein?

Let's Discuss!

Suggested Pacing: ~ 6 minutes

Directions:

- Ask students to review their text annotations for 30 seconds and determine the differences between the words and phrases at the beginning and end of Chapter 4.
- Conduct a brief whole-class discussion about the two questions on the slide.

Guiding Questions and Prompts

- "What words are used to describe the work at the beginning of Chapter 4? Are those words generally positive or negative?"
- "What words are used to describe the work at the end of Chapter 4? Are those words generally positive or negative?"
- "What causes Dr. Frankenstein's attitude to change?"
- "What does the change in language reveal about how the work impacts Frankenstein?"
- "We discussed what motivated Frankenstein to do his work. How is the work impacting him?"

Student Look-Fors:

- Students should identify that there is a shift from excitement and enthusiasm (positive) to obsession (negative). Dr. Frankenstein starts by discussing his passion and desire and how the work exalts his imagination. Toward the end of the passage, though, he shifts to say the work has an irresistible hold on him and the work is loathsome. He says he becomes nervous and wrecked. The shift in tone reveals that Dr. Frankenstein is being taken over by his work and it is ruining him. His motivation to create life and harness knowledge ends up being bad for him.

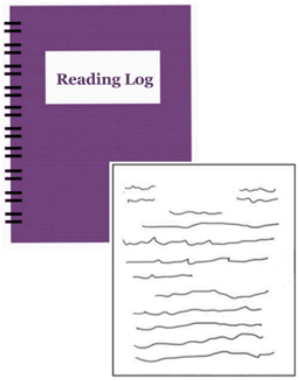
Gallery Walk Chart #3

ELA Content Module 1, Session 2

Excerpt from Lesson 9: Revise a written response to defend a claim about a literary text

Card 3 of 8

Let's Prepare!



Today we will:

- Work with a peer to evaluate and strengthen our written responses by providing more relevant evidence and/or acknowledging an opposing viewpoint.

Card 7 of 8

Let's Express Our Understanding!

- Revise and/or add to the response in your reading log to:
  - (1) incorporate relevant evidence from both texts;
  - (2) acknowledge an opposing claim; and
  - (3) use words, phrases, and clauses to clarify claims and counterclaims, reasons, and evidence.
- Use the models and/or sentence frames to support you as you revise.

Let's Express Our Understanding!

Suggested Pacing: ~ 20 minutes
Directions:

- Model for students how to revise their paragraphs to (1) incorporate more relevant evidence and (2) recognize opposing claims using words, phrases, and clauses from "What is an Inkblot? Some Say, Not Much" as models for how to construct sentences.
- Access revised lesson exemplars under the Additional Materials tab to use as models.
- Ask students to refer to the second page of their argument analysis handout to see how the author of "What is an Inkblot? Some Say, Not Much" recognizes opposing claims.
- Then create sentence frames for them to use in their writing.

Guiding Questions and Prompts:

- Sentence frames for recognizing conflicting claims:
    - While some doctors say, ___(INSERT A QUOTATION WHICH SUPPORTS AN OPPOSING CLAIM)___, the article also says, ___(INSERT A QUOTATION WHICH SUPPORTS YOUR CLAIM)___.
    - ___(INSERT QUOTATION WHICH SUPPORTS AN OPPOSING CLAIM)___. Even so, ___(INSERT A QUOTATION WHICH SUPPORT YOUR CLAIM)___.
    - Doctors say ___(INSERT QUOTATION WHICH SUPPORTS AN OPPOSING CLAIM)___, yet ___(INSERT QUOTATION OR EXPLANATION WHICH SUPPORTS YOUR CLAIM)___.
    - Charlie ___(DESCRIBE HOW HIS ACTIONS SUPPORT OR OPPOSE YOUR CLAIM AND PROVIDE A QUOTATION)___, but he also ___(DESCRIBE HOW HIS ACTIONS DO THE OPPOSITE OF THE FIRST PART OF THE SENTENCE)___.
    - Although some doctors believe ___(INSERT A QUOTATION WHICH SUPPORTS AN OPPOSING CLAIM)___, there is more evidence to support ___(RESTATE YOUR CLAIM)___. For example, ___(INSERT A QUOTATION WHICH SUPPORTS YOUR CLAIM)___.
- Use this time to work individually with students or pull together small groups of students to conduct a writing or grammar mini-lesson. This can also be done as a whole class if additional writing support is needed for all students. Choose an approach that matches the level of support your students need. Possible approaches for mini-lessons:
    - Engage in shared writing
    - Model using student examples or mentor texts
    - Revise a portion of writing together focused on a specific skill
    - Consult the ELA Guidebook Grammar Guide and the WriteAlong lessons to target a skill or concept

Student Look-Fors:

- Access revised exemplar responses under the Additional Materials tab.
- Students should incorporate relevant evidence and acknowledge an opposing claim in their written response.

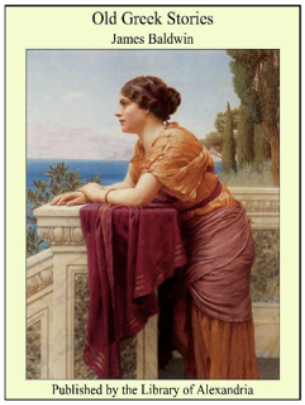
Gallery Walk Chart #4

ELA Content Module 1, Session 2

Excerpt from Lesson 2: Analyze Vocabulary in Greek Myths

Card 3 of 8

Let's Prepare!



Today we will:

- Reread excerpts from *Old Greek Stories* by James Baldwin.
- Analyze the vocabulary in the text to determine the impact of the author's specific word choices on the tone and meaning of the text.

Card 6 of 8

Let's Work With Words!

"They began at once to leave off their wild and ***savage*** habits; and instead of ***lurking*** in the dark places of the world, they came out into the open air and the bright sunlight, and were glad because life had been given to them."

- Above each bolded word, write a possible replacement.
- With your partner, read the paragraphs with the replacement words and discuss how changing the words impact the tone of the sentence.

Let's Work With Words!

Suggested Pacing: ~ 10 minutes

Directions:

- Ask students to follow the directions on the slide.
- When they are finished, say to students: "Remember, tone is the author's attitude toward the subjects of a text. So, if I refer to a character as confident, it reveals something different than if I refer to the same character as arrogant. While the character doesn't change, my tone toward that character does change. Thus, the words an author uses creates the author's tone, and the author's tone affects your understanding of the text. Now, consider how changing the words in this text impacts your understanding. How did changing the words impact the meaning or tone of the sentences?"

Guiding and Prompting Questions:

- "How might an author's tone change the way you view the character?" Students might respond by saying: in this paragraph the author's tone made them applaud and admire a character like Prometheus for giving the gift of fire to humans.
- "After rereading the paragraph with your replacement words, what is the tone?" Students will respond with an explanation of how their own words might have changed the tone.

Student Look-Fors:

- Ensure students have highlighted words which are important to the meaning of the text and signal the author's tone, such as *forethought, amid, idleness, intent, wretched, tyrant, hastened, savage, lurking, and foreboding*.
- Ensure students are including suitable replacements for the highlighted words, such as *forethought* (thinking ahead), *amid* (with), *idleness* (doing nothing), *intent*(determined), *wretched* (unhappy), *tyrant* (ruler), *hastened* (went quickly), *savage* (uncontrolled), *lurking* (hiding), and *foreboding* (worry)
- As needed, model for students how to determine replacement words using context clues, dictionary, or thesaurus.

Gallery Walk Chart #5

ELA Content Module 1, Session 2

Excerpt from Lesson 35: Extension Task Research

Card 3 of 8

Let's Prepare!

Today we will:

- Begin research on how our understanding of intelligence has evolved over time.

Card 5 of 8

Let's Read!

DEPARTMENT of EDUCATION
Louisiana Believes

Extension Task Directions

Throughout "Flowers for Algernon," Charlie's understanding of intelligence evolves. How has our understanding of intelligence changed over time?

Write an informative essay in which you (1) present at least 2 different theories of intelligence and (2) explain why each theory is or is not widely accepted today. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of relevant textual evidence, including direct quotations with parenthetical citations. Include a Works Cited page.

To prepare for this writing this essay, conduct the following tasks:

- Engage in a series of discussions in response to the following questions.
  - Describe the moments in "Flowers for Algernon" where Charlie's understanding of intelligence evolves. Why are these moments important?
  - Is intelligence a number you are born with, a predictor of how intelligent you can be, or is it meaningless in telling anything about a person's capacity for learning and understanding? Use evidence from Charlie's experiences and emotions in "Flowers for Algernon" in your response.
- Research the history of work on intelligence to answer the questions for the essay. Possible sources:
  - Human intelligence from University of Indiana at Bloomington
  - Intelligence from *Psychology Today*
  - "It's in the Text," Stephen Gist from *Psychology Today*
  - Intelligence Quotient from *Science Daily*
  - "10 Facts you Fundamentally Flawed and Long-Term Alters to Measure Intelligence is a Fallacy," Study Finds," Steve Connor from *Independent*
  - Genius from Emory University
  - "Howard Gardner's Theory of Multiple Intelligences," Faculty Development and Instructional Design Center at Northern Illinois University
  - "Howard Gardner, 'Multiple intelligences' are Not 'Learning Styles'," Valerie Strauss from *The Washington Post*
- Keep track of sources used to create a Works Cited page. Use an online citation formatting site such as Citation Machine to format entries for the Works Cited page.

Grade 8: Flowers for Algernon

- Read the extension task directions.
- Determine the focus of your research.
  - What topics will you be researching?
  - What are some questions you might explore based on those topics?
  - What process will you use?

Let's Read!

Suggested Pacing: ~ 15 minutes

Directions:

- Explain the next steps for the research process (question #3 on the slide) and clarify specific expectations based on your individual situation.
    - With what sources should students begin their research? Possible options: Use only the sources on the extension task directions, include additional print resources (work with a school librarian to locate useful sources), or allow students to conduct their own searches to locate credible sources.
    - Where and how will students gain access to online sources? Possible options: Students may go to the school library to conduct research, or the classroom might have access to a laptop cart.
    - Where and how should students keep their research notes? Possible options: Students may take notes in their reading log. Students may number the sources listed on the extension task directions and then place that number beside the notes which came from that source.
    - How long will students have to research? What is the research timeline (i.e., how many sources should they research in a day)? Possible options: This depends on your individual situation. Make sure to set the expectations for time with students in advance of conducting research.
- As needed, model for students how they should take their notes and capture bibliographic information for later when they need to include a works cited page.

Student Look-Fors:

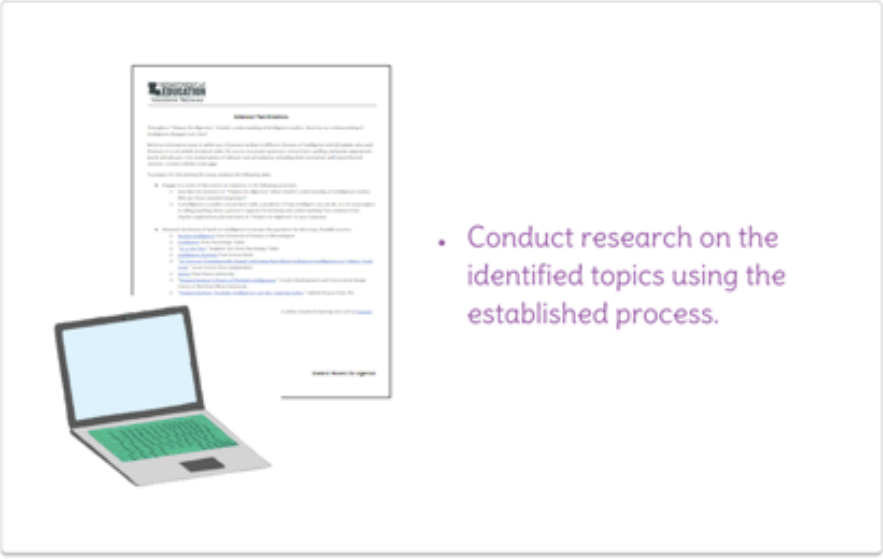
- Should understand the following before engaging in research:
    - Research topics: Details about theories of intelligence and their development over time
    - Possible research questions: What are some theories of intelligence? Why are there so many theories of intelligence? What is similar and different about the theories of intelligence? Are any of the theories of intelligence connected to each other? How did some theories of intelligence come to be? How has our understanding of intelligence changed over time?

Additional Notes:

- Students are expected to come up with their own research questions, so engaging in conversation and sharing models will support them in meeting this expectation.

Card 6 of 8

Let's Read!



Let's Read!

Suggested Pacing: ~ 20 minutes

Directions:

- Engage students in research using the process most effective for your individual situation.

Student Look-Fors:

- Monitor students are they are researching. Ensure they are:
  - Conducting research using the research questions they developed.
  - Using the provided sources (if that is the expectations) or using searches effectively and credible sources (if students are locating their own sources).
  - Recording their notes and the necessary bibliographic information in the established format.

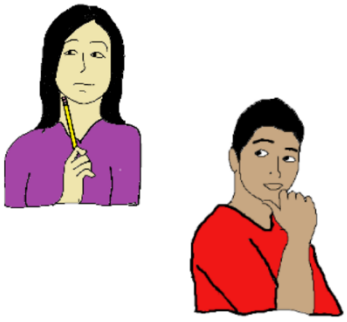
Gallery Walk Chart #6

ELA Content Module 1, Session 2

Excerpt from Lesson 14: Conduct a Socratic Seminar

Card 3 of 8

Let's Prepare!



Today we will:

- Conduct a Socratic seminar based on the questions: How has Charlie changed? How do the author's choices contribute to your understanding of these changes and their impact on Charlie?

Card 5 of 8

Let's Read!

How has Charlie changed? How do the author's choices contribute to your understanding of these changes and their impact on Charlie?

- With a partner, gather additional evidence from Progress Reports 1-9 of "Flowers for Algernon."
- Be sure to gather evidence that both supports and opposes your claims.

Directions:

- Divide students into pairs so that students with similar claims are paired together.
- Remind students of the goal and process of the Socratic seminar: "Today we are going to conduct a Socratic seminar. The goal of the seminar is to evaluate the success of Charlie's surgery as we understand it so far in 'Flowers for Algernon.' To conduct our seminar, we will be dividing into two circles--an inner circle and an outer circle. The inner circle will be responsible for discussing the questions on the slide. The outer circle will be responsible for listening to the inner circle and taking notes of the claims, reasons, and evidence provided during the seminar. To prepare for our seminar, we are going to locate evidence and then establish norms for the inner circle as a class."
- Ask each pair to share the evidence they gathered for homework and work together to locate additional evidence.
- Remind students to collect as much evidence as they can, as they will use it during the seminar.

Student Look-Fors:

- Access a completed evidence chart under the Additional Materials tab.

Note Catcher: How Does Knowledge Support Comprehension?

ELA Module 2, Session 1

Grades 6-8

Do Now
Culminating Task: Write a brief report in which you explain whether Pacific Cod is a sustainable food source and why. In your report, include at least one recommendation for each of the following groups: • Consumers • Fishermen • The EPA Rate your confidence level on a scale from 1-5. How confident do you feel about your ability to complete this task? Why? **Reflect:** What do you need to feel more confident?

Session Objectives	Agenda
• Experience how readers develop understanding by building knowledge about topics • Describe the relationship between content knowledge and reading comprehension	

Time	Task
8 min	Getting Started
40 min	Text Set Experiential
12 min	Reflect & Wrap Up

"Bycatch" Questions	
Question	**Response**
What causes bycatch?	
What are the impacts of bycatch?	

"Seafood Rating Methodology" Questions	
Question	**Response**
What does the quantitative rating system used by the Safina Center tell us?	
According to the quantitative rating system used by the Safina Center, what does it mean if a fish has a score of 1.5?	

Culminating Task: Seafood Sustainability
Write a brief report in which you explain whether Pacific Cod is a sustainable food source and why. In your report, include at least one recommendation for each of the following groups: • Consumers • Fishermen • The EPA

Capture Your Learning	
Question	**Response**
How did reading the entire "Pacific Cod Bycatch" text set prepare you to understand the complex text and complete the culminating task?	
What does this seem to imply about the relationship between content knowledge and reading comprehension?	

ENGLISH LANGUAGE ARTS
CONTENT MODULES

Text Set: How Does Knowledge Support Comprehension?
ELA Module 2, Session 1
Grades 6-8

Text List:

1. Pacific Cod: Bycatch (Research Report excerpt)
2. Bycatch
3. The Safina Center: Seafood Rating Methodology
4. Monterey Bay Aquarium: Seafood Watch

BYCATCH

1.00 **Bycatch in this fishery is high (>100% of targeted landings), OR regularly includes a "threatened, endangered or protected species."**

Although less than 10% of the total Pacific Cod catch is discarded (NPFMC SAFE, 2009), the longline fishery is known for catching endangered or threatened seabirds. Roughly 15,000 seabirds per year are killed by fishing gear used in the Pacific Cod fishery (NMFS, 2008). The majority of longline-killed seabirds are fulmars, but also includes a large number of albatrosses, gulls, shearwaters, and other species (NMFS, 2004). The fishery kills Laysan, black-foot, and short-tailed albatrosses, which are all on the IUCN Red List of threatened species. The only seabird affected by the Pacific Cod fishery that is listed as endangered by the US is the short tailed albatross although population impacts are unlikely given current growth in this population (Zador et al. 2008).

2.00 Bycatch in this fishery is moderate (10-99% of targeted landings) AND does not regularly include "threatened, endangered or protected species" OR level of bycatch is unknown.

3.00 Bycatch in this fishery is low (<10% of targeted landings) and does not regularly include "threatened, endangered or protected species."

-0.25 Bycatch in this fishery is a contributing factor to the decline of "threatened, endangered, or protected species" and no effective measures are being taken to reduce it.

-0.25 Bycatch of targeted or non-targeted species (e.g., undersize individuals) in this fishery is high and no measures are being taken to reduce it.

-0.25 Bycatch of this species (e.g., undersize individuals) in other fisheries is high OR bycatch of this species in other fisheries inhibits its recovery, and no measures are being taken to reduce it.

-0.25 The continued removal of the bycatch species contributes to its decline.

+0.25 **Measures taken over a major portion of the species range have been shown to reduce bycatch of "threatened, endangered, or protected species" or bycatch rates are no longer deemed to affect the abundance of the "protected" bycatch species OR no measures needed because fishery is highly selective (e.g., harpoon; spear).**

As of 2004, revised seabird bycatch regulations have been in effect for the Alaska demersal longline fleet, requiring most vessels over 55 feet to use paired streamer lines, restricting offal discards, and requiring each vessel to have a seabird avoidance plan onboard. Smaller vessels [greater than 26 ft (7.9 m) LOA and less than or equal to 55 ft LOA] must use a single streamer line or, in limited instances, a buoy bag line (Seabird Avoidance Regulations, NOAA). Management efforts have been successful at reducing the amount of seabirds caught by this fishery.

+0.25 **There is bycatch of targeted (e.g., undersize individuals) or non-targeted species in this fishery and measures (e.g., gear modifications) have been implemented that have been shown to reduce bycatch over a large portion of the species range OR no measures are needed because fishery is highly selective (e.g., harpoon; spear).**

North Pacific fisheries have implemented measures such as conservative catch quotas, mesh size restrictions, no trawl zones, etc. to reduce bycatch (NPFMC, 1999). Other regulations, such as gear and area/season restrictions, are also used to reduce bycatch (NMFS 2004).

+0.25 Bycatch of this species in other fisheries is low OR bycatch of this species in other fisheries inhibits its recovery, but effective measures are being taken to reduce it over a large portion of the range.

+0.25 The continued removal of the bycatch species in the targeted fishery has had or will likely have little or no impact on populations of the bycatch species OR there are no significant bycatch concerns because the fishery is highly selective (e.g., harpoon; spear).

Bycatch | Threats | WWF

Overview

Wherever there is fishing, there is bycatch—the incidental capture of non-target species such as dolphins, marine turtles and seabirds. Thousands of miles of nets and lines are set in the world's oceans each day. Modern fishing gear, often undetectable by sight and extremely strong, is very efficient at catching the desired fish species—as well as anything else in its path. A staggering amount of marine life—including turtles, dolphins and juvenile fish—is hauled up with the catch, and then discarded overboard dead or dying.

Fishing industry leaders increasingly realize the need to reduce this phenomenon. Proven solutions do exist, such as modifying fishing gear so that fewer non-target species are caught or can escape. In many cases, these modifications are simple and inexpensive, and often come from fishers themselves.

Despite new technologies and industry recognition of the issue, bycatch is still a major problem. Not only does it cause avoidable deaths and injuries, but the fishing methods can be harmful to the marine environments where they are employed. WWF aims to reduce bycatch by working with fisheries and helping develop and promote new technologies and gear for more efficient operations.

An uncertain future for our living blue planet

WWF's *Living Blue Planet Report* on the health of the ocean finds that the marine vertebrate population has declined by 49 percent between 1970 and 2012. The report tracks 5,829 populations of 1,234 mammal, bird, reptile, and fish species through a marine living planet index. The evidence, analyzed by researchers at the Zoological Society of London, paints a troubling picture.

Causes

© Brian J. Skerry / National Geographic Stock / WWF
Here a bottom trawler scrapes the ocean floor destroying the habitat, Baja California, Mexico.

Bycatch occurs because modern fishing gear is very efficient, often covers an extensive area, and can be highly unselective—it catches not only the target species but many other marine animals as well. Poor fisheries management in certain countries further contributes to the problem. Widespread pirate fishing ignores regulations on net mesh sizes, quotas, permitted fishing areas and other bycatch mitigation measures.

NON-SELECTIVE FISHING GEAR

Fishing gear is largely non-selective—any species can be caught, including non-target species. Longlines, trawling and the use of gillnets are the fishing methods that most commonly result in bycatch. Longlining is a commercial fishing method commonly targeting swordfish, tuna and halibut, where hundreds or thousands of baited hooks hang at intervals along a single fishing line. The hooks (commonly called "J hooks") cause problems for marine turtles when swallowed, usually resulting in death. Sharks, non-target billfishes and juvenile tunas are often hooked as well.

With trawling, boats drag large nets along the seabed, catching almost everything in their path. They can damage coral reefs and at shallow depths, catch marine turtles. Gillnets are mesh nets that allow fish to pass their heads and gill coverings through a hole in the mesh and then get stuck when they try to back out. They can be several miles long and up to 100 feet deep. Bycatch occurs because the nets also trap everything larger than the net's mesh, which includes juvenile fish, sharks, seabirds, marine turtles and cetaceans (whales, dolphins, porpoises). The nets are very hard to see, blending in perfectly with the water and difficult for cetaceans to detect by echolocation. Gillnets that are lost at sea are rarely recovered and can continue to

capture marine animals for many years.

Impacts

© Michel Gunther / WWF-Canon
Diver trying to rescue a leatherback turtle caught in a net.

It is estimated that over 300,000 small whales, dolphins, and porpoises die from entanglement in fishing nets each year, making this the single largest cause of mortality for small cetaceans. Species such as the vaquita from the Gulf of California and Maui's dolphin from New Zealand face extinction if the threat of unselective fishing gear is not eliminated.

Hundreds of thousands of endangered loggerhead turtles and critically endangered leatherback turtles drown annually on longlines set for tuna, swordfish, and other fish. Incidental capture of turtles by longlines, trawls and gillnets is the single greatest threat to the survival of most populations.

What WWF Is Doing

© Peter Denton / WWF-Canon
Here a green turtle that was accidentally caught in fishing gear is about to be returned to the wild by WWF staff.

Proven solutions do exist to reduce bycatch and others are being discovered. WWF and its partners are working to develop, test, and implement alternative fishing gear and to integrate conservation science into effective fisheries management. WWF and its partners are also working to strengthen legislation on bycatch and to raise consumer awareness about sustainably caught fish.

INSPIRING INNOVATION

Bycatch mortalities can often be reduced by modifying fishing gear so that fewer non-target species are caught or so that non-target species can escape. In many cases, these modifications are simple and inexpensive. WWF created the International Smart Gear Competition to promote the development of such innovative technology. WWF offers more than $50,000 in prize money to attract new ideas that may prove to be a valuable solution to some of the most pressing bycatch problems in fisheries around the globe. Winning entries have resulted in effective solutions to prevent bycatch of marine turtles and seabirds and have even been implemented by the recreational fishing industry

ALTERNATIVE GEAR

WWF works with partners to introduce "circle" hooks. These hooks are far less likely to be swallowed by turtles than J-shaped hooks, which cause suffocation or internal bleeding when ingested. Working with the Inter-American Tropical Tuna Commission (IATTC) and other partners, we introduced the hook in eastern Pacific longline fisheries. As a result, marine turtle deaths may be reduced by as much as 90 percent without adversely affecting catches of swordfish and tuna.

In the Coral Triangle, WWF works with longline tuna fishing vessels to convert traditional hooks to circle hooks, which can maintain or even increase fish catches while decreasingturtle bycatch. Preliminary trials were a tremendous success, and WWF hopes to expand the program to all longline vessels in Papua New Guinea and Solomon Islands, helping to protect vulnerable populations of marine turtles and sharks while supporting local livelihoods.

In the Gulf of California, we've been working with partners on ways to reduce the threat of accidental vaquita capture. So far, a different type of trawl net has been developed and pilot tested. It contains an excluder device to reduce vaquita bycatch while still effectively catching shrimp.

The Safina Center
at Stony Brook University

WILD-CAUGHT SEAFOOD RATING METHODOLOGY

The Safina Center's (formerly Blue Ocean Institute) founders developed the first authoritative and transparent seafood analysis to determine the environmental cost of eating fished and farmed seafood. This analysis examined all aspects of the fishing or farming process, condensing vast amounts of scientific information into an easy-to-understand seafood report and rating; a concept that was quickly adopted by other marine organizations. These days, The Safina Center focuses on fished or wild-caught seafood to highlight the importance of healthy fish populations to our oceans, with analysis grouped into 5 major criteria:

1. **Life history** – species biology like growth rates and egg production
2. **Abundance** - comparing current fish numbers to fishery management goals
3. **Habitat quality and gear impacts** - what fishing method(s) is used and does it cause habitat damage?
4. **Management** - are there regulations in place that effectively protect the fish and their ecosystem?
5. **Bycatch** - are other fish or wildlife accidentally caught when fishing for the target fish?

The Safina Center uses a quantitative rating system to promote transparency for all seafood reports (and ratings). Each of the 5 criteria is given a low (1), medium (2) or high (3) score, which is adjusted up or down using additional questions, or "points of adjustment" (worth +0.25 or -0.25). These scores are averaged to generate a final score, ranging from 0-4, and color rating:

Final Score	Color
2.40 - 4.00	
1.60 - 2.39	
0.00 - 1.59	

Fish Key

- Species has a combination of problems such as overfishing, high bycatch, and poor management.
- Some problems exist with this species' status or catch methods, or information is insufficient for evaluating.
- Species is relatively abundant, and fishing methods cause little damage to habitat and other wildlife.
- A fishery targeting this species has been certified as sustainable and well managed to the Marine Stewardship Council's environmental standard. Learn more at http://www.msc.org.
- These fish contain levels of mercury or PCBs that may pose a health risk to adults and children. Our source of information is http://seafood.edf.org/. We also recommend that you check local advisories.

To use your guide: 1. Cut along outer black line
2. Fold on grey lines

Monterey Bay Aquarium® Seafood Watch®

The Monterey Bay Aquarium Seafood Watch program creates science-based recommendations that help consumers and businesses make ocean-friendly seafood choices. Carry this guide with you and share it with others to help spread the word.

BEST CHOICES

Abalone
Arctic Char (farmed)
Barramundi (US & Vietnam farmed)
Bass (US hook and line, farmed)
Catfish (US)
Clams, Mussels & Oysters
Cod: Pacific (AK)
Crab: King, Snow & Tanner (AK)
Lobster: Spiny (Mexico)
Prawn: Freshwater (Canada & US)
Prawn: Spot (AK & Canada)
Rockfish (AK, CA, OR & WA)
Sablefish/Black Cod (Canada farmed & AK)
Salmon (AK & New Zealand)
Sanddab (CA, OR & WA)
Sardines: Pacific (Canada & US)
Scallops (farmed)
Shrimp (US farmed & AK)
Tilapia (Canada, Ecuador & US)
Trout: Rainbow (US farmed)
Tuna: Albacore (Pacific troll, pole and line)
Tuna: Skipjack (Pacific troll, pole and line)

GOOD ALTERNATIVES

Branzino (Mediterranean farmed)
Cod: Pacific (Canada & US)
Crab: Blue & Dungeness (US)
Grouper: Black & Red (US)
Halibut: Atlantic (farmed)
Lobster (Bahamas & US)
Mahi Mahi (US troll & Ecuador)
Monkfish (US)
Octopus (Portugal & Spain pot, trap)
Pollock (Canada longline, gillnet & US)
Salmon (Canada, CA, OR & WA wild)
Scallops: Sea (wild)
Shrimp (Canada & US wild, Ecuador & Honduras farmed)
Squid (Mexico & US)
Swordfish (US)
Tilapia (China, Indonesia, Mexico & Taiwan)
Tuna: Albacore (US longline)
Tuna: Skipjack (free school, imported troll, pole and line, and US longline)
Tuna: Yellowfin (free school, H longline, and Pacific & Indian Ocean troll, pole and line)

AVOID

Abalone (China & Japan)
Basa/Pangasius/Swai
Cod: Atlantic (Canada, CA, OR & WA)
Cod: Pacific (Japan & Russia)
Crab (Russia)
Halibut: Atlantic (wild)
Lobster: Spiny (Belize, Brazil, Honduras & Nicaragua)
Mahi Mahi (Costa Rica, Guatemala & Peru)
Orange Roughy
Pollock (Canada trawl)
Salmon: Atlantic (farmed)
Sardines: Atlantic (Mediterranean)
Sharks
Shrimp (imported)
Squid (China, India & Thailand)
Swordfish (imported longline)
Tuna: Albacore (except US troll, pole and line, and longline)
Tuna: Bluefin
Tuna: Skipjack (imported purse seine)
Tuna: Yellowfin (Atlantic troll, pole and line)

Start with Best Choices then check the other columns—your favorite seafood could be in more than one.

Best Choices
Buy first, they're well managed and caught or farmed in ways that cause little harm to habitats or other wildlife.

Good Alternatives
Buy, but be aware there are concerns with how they're caught or farmed.

Avoid
Take a pass on these for now, they're overfished or caught or farmed in ways that harm other marine life or the environment.

Visit us online or download our app for a **comprehensive list** of our recommendations.

Your Choices Matter

Many of the fish we enjoy are in trouble due to destructive fishing and farming practices.

Purchase seafood caught or farmed in ways that support a healthy ocean—now and for future generations.

Take Action

Be part of the solution and make a difference for our ocean:

ASK "Do you sell sustainable seafood?" Let businesses know this is important to you.

BUY Best Choices. If unavailable, look for Good Alternatives or the eco-certified options found on our app and website.

CHOOSE Seafood Watch partners from our app or website when dining and shopping.

Stay Connected

- Download our free app
- Join us on Facebook and Twitter
- Sign up for our e-news
- Visit **seafoodwatch.org**

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Seafood WATCH

Monterey Bay Aquarium

National Consumer Guide
January–June 2016

Note Catcher: Conceptual Coherence

ELA Content Module 2, Session 2

Grades 6-8

Do Now
Think about a topic you've learned a lot about. What role has reading played in developing your "expertise" in this topic? *Note: "Reading" need not be limited to the type of text we traditionally read in school – be sure to include texts like manuals, blogs, magazines, newspapers, etc.*

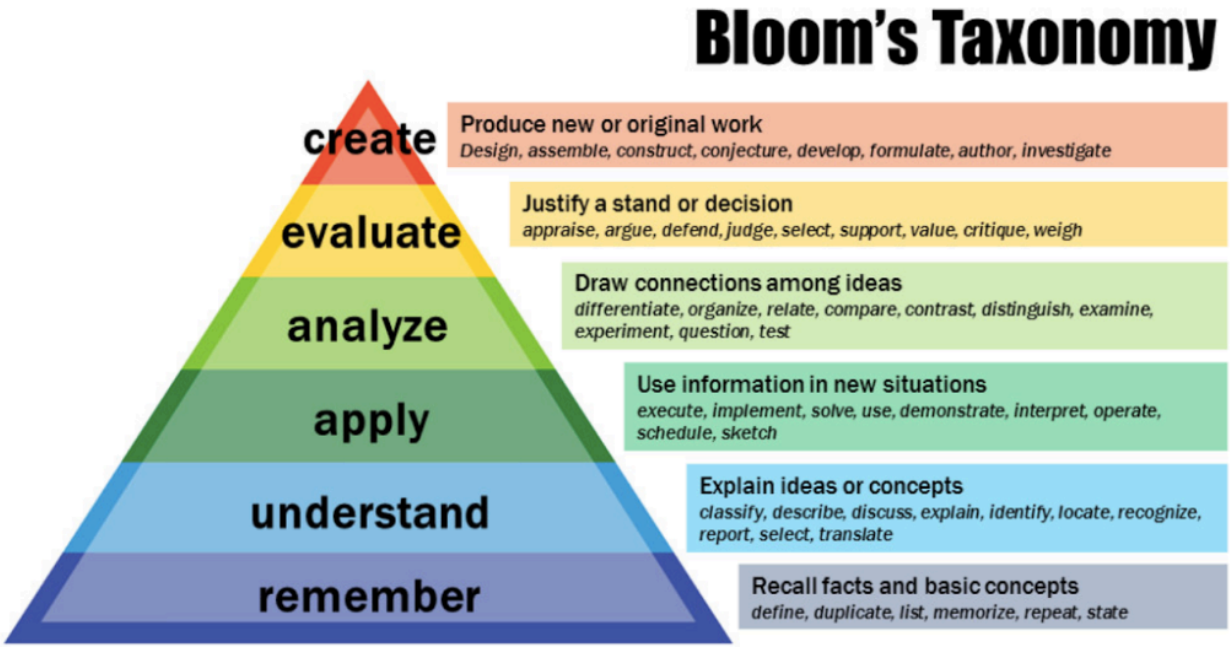
Session Objectives	Agenda
• Explain the research on the relationship between knowledge and reading comprehension • Analyze how texts are chosen and organized to build knowledge in our shared unit from the ELA Guidebooks	

Time	Task
10 min	Getting Started
10 min	Rigor and Reading Comprehension
10 min	The Baseball Study
20 min	Text Sets in the ELA Guidebooks
5 min	Closing

Consider These Questions

Question #1: Restate the following sentence in your own words.

Question #2: Read the following passage, then write a letter to the editor defending the moral values the main character displays with regard to animals.



Citation: Vanderbilt University Center for Teaching. Bloom's Taxonomy [Online image]. Retrieved from https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/

The Baseball Study: "Effect of Prior Knowledge on Good and Poor Readers' Memory of Text"

Recht and Leslie (1988)

Predict the Results:

Put the groups in order from highest to lowest performers.

High reading ability High knowledge of baseball A	High reading ability Low knowledge of baseball B
Low reading ability High knowledge of baseball C	Low reading ability Low knowledge of baseball D

What do the actual results tell us?	What stands out to you most?

Flowers for Algernon: Synopsis	
Flowers for Algernon is a character study of one man, Charlie Gordon. Charlie is a 32-year-old developmentally disabled man who has the opportunity to undergo a surgical procedure that will dramatically increase his mental capabilities. This procedure had already been performed on a laboratory mouse, Algernon, with remarkable results. Charlie will be the first human subject. In a series of progress reports, Charlie documents everything that happens to him. As Charlie's intelligence increases to a genius level, the reader not only reads about the changes from Charlie's viewpoint, but also sees the change evidenced in Charlie's writing ability. This jump in intelligence is not necessarily a good thing, however. Charlie is now able to recall past events that shaped his life and analyze past friendships for what they were, or weren't. He also has difficulty making new friendships and establishing new relationships due to a lack of social intelligence that the surgery could neither correct nor anticipate. And, finally, because of his increased intelligence, Charlie is able to discover the experiment's "fatal flaw" and is reduced to watching the end for both Algernon and himself, hoping to salvage something for the future from his brief bout with genius. *(Retrieved from https://www.cliffsnotes.com/literature/f/flowers-for-algernon/book-summary)*	
What knowledge may be helpful for students to build?	What concepts are being explored in this text?

A First Look at Text Sets

Complete the table as you read your assigned text (from the *Flowers for Algernon* unit).

Text	Text Type	What is this text about? What key information or ideas does it provide?
Old Greek Stories: The Story of Prometheus	Greek Myth	
What's in an Inkblot? Some Say Not Much	Informational Text (Article)	
Excerpts from Frankenstein; or, the Modern Day Prometheus	Literary Text (Excerpt from Chapter 4 of novel)	

***Flowers for Algernon* Text Set: Reflection Questions**	
What is the relationship between these three texts? What do they have in common?	How might the selection and organization of these texts support reading comprehension in this unit?

Capture Your Learning	
Question	**Response**
What are the key takeaways from “the baseball study”?	
What is conceptual coherence?	
What evidence do you see of conceptual coherence in the Guidebooks?	

ENGLISH LANGUAGE ARTS CONTENT MODULES

Text Set: *Flowers for Algernon*
ELA Module 2, Session 2
Grades 6-8

Flowers for Algernon Text Set:

1. "The Story of Prometheus: I and II" (Greek Myth)
2. "What's in an Inkblot? Some Say, Not Much" (Informational Article)
3. Excerpts from *Frankenstein; or, the Modern Prometheus* (Literary Text, novel excerpt)

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The Story of Prometheus: I. How Fire Was Given to Men from *Old Greek Stories*

James Baldwin

In those old, old times, there lived two brothers who were not like other men, nor yet like those Mighty Ones who lived upon the mountain top. They were the sons of one of those Titans who had fought against Jupiter[1] and been sent in chains to the strong prison-house of the Lower World. (1)

The name of the elder of these brothers was Prometheus, or Forethought; for he was always thinking of the future and making things ready for what might happen tomorrow, or next week, or next year, or it may be in a hundred years to come. The younger was called Epimetheus, or Afterthought; for he was always so busy thinking of yesterday, or last year, or a hundred years ago, that he had no care at all for what might come to pass after a while.

For some cause Jupiter had not sent these brothers to prison with the rest of the Titans.

Prometheus did not care to live amid the clouds on the mountain top. He was too busy for that. While the Mighty Folk were spending their time in idleness, drinking nectar and eating ambrosia, he was intent upon plans for making the world wiser and better than it had ever been before.

He went out amongst men to live with them and help them; for his heart was filled with sadness when he found that they were no longer happy as they had been during the golden days when Saturn[2] was king. Ah, how very poor and wretched they were! He found them living in caves and in holes of the earth, shivering with the cold because there was no fire, dying of starvation, hunted by wild beasts and by one another--the most miserable of all living creatures. (5)

"If they only had fire," said Prometheus to himself, "they could at least warm themselves and cook their food; and after a while they could learn to make tools and build themselves houses. Without fire, they are worse off than the beasts."

Then he went boldly to Jupiter and begged him to give fire to men, so that they might have a little comfort through the long, dreary months of winter.

[1] Jupiter (Roman) is the same as Zeus (Greek).
[2] Saturn (Roman) is the same as Cronus (Greek).

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"Not a spark will I give," said Jupiter. "No, indeed! Why, if men had fire they might become strong and wise like ourselves, and after a while they would drive us out of our kingdom. Let them shiver with cold, and let them live like the beasts. It is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy."

Prometheus made no answer; but he had set his heart on helping mankind, and he did not give up. He turned away, and left Jupiter and his mighty company forever.

As he was walking by the shore of the sea he found a reed, or, as some say, a tall stalk of fennel, growing; and when he had broken it off he saw that its hollow center was filled with a dry, soft pith[3] which would burn slowly and keep on fire a long time. He took the long stalk in his hands, and started with it towards the dwelling[4] of the sun in the far east.

"Mankind shall have fire in spite of the tyrant who sits on the mountaintop," he said. (10)

He reached the place of the sun in the early morning just as the glowing, golden orb was rising from the earth and beginning his daily journey through the sky. He touched the end of the long reed to the flames, and the dry pith caught on fire and burned slowly. Then he turned and hastened back to his own land, carrying with him the precious spark hidden in the hollow center of the plant.

He called some of the shivering men from their caves and built a fire for them, and showed them how to warm themselves by it and how to build other fires from the coals. Soon there was a cheerful blaze in every rude home in the land, and men and women gathered round it and were warm and happy, and thankful to Prometheus for the wonderful gift which he had brought to them from the sun.

It was not long until they learned to cook their food and so to eat like men instead of like beasts. They began at once to leave off their wild and savage habits; and instead of lurking in the dark places of the world, they came out into the open air and the bright sunlight, and were glad because life had been given to them.

After that, Prometheus taught them, little by little, a thousand things. He showed them how to build houses of wood and stone, and how to tame sheep and cattle and make them useful, and how to plow and sow and reap,[5] and how to protect themselves from the storms of winter and the beasts of the woods. Then he showed them how to dig in the earth for copper and iron, and how to melt the ore, and how to hammer it into

[3] pith: soft, spongy tissue inside a plant
[4] dwelling: home, place to live or stay
[5] plow and sow and reap: farm

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shape and fashion from it the tools and weapons which they needed in peace and war; and when he saw how happy the world was becoming he cried out:

"A new Golden Age shall come, brighter and better by far than the old!" (15)

The Story of Prometheus: II. How Diseases and Cares Came Among Men from *Old Greek Stories*

James Baldwin

Things might have gone on very happily indeed, and the Golden Age might really have come again, had it not been for Jupiter. But one day, when he chanced to look down upon the earth, he saw the fires burning, and the people living in houses, and the flocks feeding on the hills, and the grain ripening in the fields, and this made him very angry.

"Who has done all this?" he asked.

And some one answered, "Prometheus!"

"What! that young Titan!" he cried. "Well, I will punish him in a way that will make him wish I had shut him up in the prison-house with his kinsfolk. But as for those puny men, let them keep their fire. I will make them ten times more miserable than they were before they had it."

Of course it would be easy enough to deal with Prometheus at any time, and so Jupiter was in no great haste about it. He made up his mind to distress mankind first; and he thought of a plan for doing it in a very strange, roundabout way. (20)

In the first place, he ordered his blacksmith[6] Vulcan, whose forge[7] was in the crater of a burning mountain, to take a lump of clay which he gave him, and mold it into the form of a woman. Vulcan did as he was bidden;[8] and when he had finished the image, he carried it up to Jupiter, who was sitting among the clouds with all the Mighty Folk around him. It was nothing but a mere lifeless body, but the great blacksmith had given it a form more perfect than that of any statue that has ever been made.

"Come now!" said Jupiter, "let us all give some goodly gift to this woman;" and he began by giving her life.

[6] blacksmith: a person who makes objects out of metal
[7] forge: open fire oven for making objects that require heat to be formed, like metal
[8] bidden: told

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Then the others came in their turn, each with a gift for the marvelous creature. One gave her beauty; and another a pleasant voice; and another good manners; and another a kind heart; and another skill in many arts; and, lastly, some one gave her curiosity. Then they called her Pandora, which means the all-gifted, because she had received gifts from them all.

Pandora was so beautiful and so wondrously gifted that no one could help loving her. When the Mighty Folk had admired her for a time, they gave her to Mercury, the light-footed; and he led her down the mountain side to the place where Prometheus and his brother were living and toiling for the good of mankind. He met Epimetheus first, and said to him:

"Epimetheus, here is a beautiful woman, whom Jupiter has sent to you to be your wife." (25)

Prometheus had often warned his brother to beware of any gift that Jupiter might send, for he knew that the mighty tyrant could not be trusted; but when Epimetheus saw Pandora, how lovely and wise she was, he forgot all warnings, and took her home to live with him and be his wife.

Pandora was very happy in her new home; and even Prometheus, when he saw her, was pleased with her loveliness. She had brought with her a golden casket,[9] which Jupiter had given her at parting, and which he had told her held many precious things; but wise Athena, the queen of the air, had warned her never, never to open it, nor look at the things inside.

"They must be jewels," she said to herself; and then she thought of how they would add to her beauty if only she could wear them. "Why did Jupiter give them to me if I should never use them, nor so much as look at them?" she asked.

The more she thought about the golden casket, the more curious she was to see what was in it; and every day she took it down from its shelf and felt of the lid, and tried to peer inside of it without opening it.

"Why should I care for what Athena told me?" she said at last. "She is not beautiful, and jewels would be of no use to her. I think that I will look at them, at any rate. Athena will never know. Nobody else will ever know." (30)

She opened the lid a very little, just to peep inside. All at once there was a whirring, rustling sound, and before she could shut it down again, out flew ten thousand strange

[9] casket: a small box for holding valuable objects

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creatures with death-like faces and gaunt[10] and dreadful forms, such as nobody in all the world had ever seen. They fluttered for a little while about the room, and then flew away to find dwelling-places wherever there were homes of men. They were diseases and cares; for up to that time mankind had not had any kind of sickness, nor felt any troubles of mind, nor worried about what the morrow might bring forth.

These creatures flew into every house, and, without anyone seeing them, nestled down in the bosoms of men and women and children, and put an end to all their joy; and ever since that day they have been flitting and creeping, unseen and unheard, over all the land, bringing pain and sorrow and death into every household.

If Pandora had not shut down the lid so quickly, things would have gone much worse. But she closed it just in time to keep the last of the evil creatures from getting out. The name of this creature was Foreboding, and although he was almost half out of the casket, Pandora pushed him back and shut the lid so tight that he could never escape. If he had gone out into the world, men would have known from childhood just what troubles were going to come to them every day of their lives, and they would never have had any joy or hope so long as they lived.

And this was the way in which Jupiter sought to make mankind more miserable than they had been before Prometheus had befriended them.

This text is in the public domain.

[10] gaunt: skinny from starving

What's in an Inkblot? Some Say, Not Much

By ERICA GOODE

Psychology has produced few more popular icons than the Rorschach inkblot test.

Devised 80 years ago by a young Swiss psychiatrist, the Rorschach has entered the language as a synonym for anything ambiguous enough to invite multiple interpretations. And beyond its pop culture status, it has retained a central role in personality assessment, administered several hundred thousand times a year, by conservative estimates, to both children and adults.

In custody disputes, for example, the test is used to help determine the emotional fitness of warring parents. Judges and parole boards rely on it for insight into a prisoner's criminal tendencies or potential for violence. Clinicians use it in investigating accusations of sexual abuse, and psychotherapists, as a guide in diagnosing and treating patients.

Yet almost since its creation, the inkblot test has also been controversial, with early critics calling it "cultish" and later ones deeming it "scientifically useless."

And in recent years, academic psychology departments have been divided over the merits of the test, and some have stopped teaching it.

The debate is likely to become even more heated with the publication of an article provoking discussion and anger among clinicians who routinely use the Rorschach. In the article, three psychologists conclude that the inkblot test and two others commonly used — the Thematic Apperception Test or T.A.T. and the Draw-a-Person test — are seriously flawed and should not be used in court or the consulting room.

"There has been a substantial gap between the clinical use of these tests and what the research suggests about their validity," said Dr. Scott O. Lilienfeld, an associate professor of psychology at Emory University and the lead author of the article. "The research continues to suggest that they are not as useful for most purposes as many clinicians believe."

The review, by Dr. Lilienfeld and two colleagues, Dr. James M. Wood of the University of Texas at El Paso and Dr. Howard Garb of the University of Pittsburgh, appears in the current issue of the journal Psychological Science in the Public Interest, a publication of the American Psychological Society.

The three tests are known as "projective" because they present people with an ambiguous image or situation and ask them to interpret or make sense of it. The test taker's responses are

assumed to reflect underlying personality traits and unconscious conflicts, motives and fantasies.

In the T.A.T., test takers are shown a series of evocative pictures depicting domestic scenes and are asked to tell a story about each one. The figure-drawing test requires drawing a person on a blank sheet of paper and then drawing a second person of the opposite sex.

While the Rorschach and the other projective techniques may be valuable in certain specific situations, the reviewers argue, the tests' ability to diagnose mental illnesses, assess personality characteristics, predict behavior or uncover sexual abuse or other trauma is very limited.

The tests, which often take hours to score and interpret, add little information beyond what can be gleaned from far less time-consuming assessments, the psychologists say. They recommend that practitioners refrain from administering the tests for purposes other than research "or at least limit their interpretations to the very small number of indexes derived from these techniques that are empirically supported."

Dr. Lilienfeld said that the review was written to raise awareness of the problems with the tests in the legal field and with "the hope that maybe we can reach a small number of open-minded people, and in particular students, who have yet to make up their minds on this issue."

But he added, "I'm confident that many will take issue with our conclusions."

One of those is Dr. Irving B. Weiner, a clinical professor of psychiatry and behavioral medicine at the University of South Florida and the president of the International Rorschach Society, who said the authors of the journal report took research findings out of context to bolster their case.

Dr. Lilienfeld and his colleagues do not really understand how clinicians use the tests, Dr. Weiner said. They "have been used for a long time very effectively, with very good results and a great deal of scientific support," he said.

Dr. Gregory J. Meyer, an associate professor of psychology at the University of Alaska at Anchorage, who has studied the Rorschach, said admonishing psychologists against using the tests was "not in the spirit of advancing our science."

He said the journal's decision to run the psychologists' article was like asking "someone who believes in creationism to review evolutionary theory and make recommendations about it."

A History of Controversy

Projective tests are no strangers to controversy. The Rorschach, in particular, has inspired intense passion in defenders and critics over the decades, leading two scientists to observe in a 1999 paper that the test had "the dubious distinction of being, simultaneously, the most cherished and the most reviled of psychological assessment instruments."

Dr. Hermann Rorschach, a Swiss psychiatrist who worked with schizophrenic patients, is believed to have gotten the idea for the test from a popular European parlor game called Klexographie, which involves making inkblots and telling stories about them. As a child, Dr. Rorschach was so good at the game that he earned the nickname Klecks, or Blot. He died of peritonitis a year after the test's publication in 1921. He was 37.

The Rorschach's champions have often been almost worshipful in their belief in its ability to pare back the layers of the psyche, and the test is generally regarded as offering a richness of information about a person's psychological world that cannot be gained from interviews or from "self-report" tests like the Minnesota Multiphasic Personality Inventory or M.M.P.I.

The test has used the same 10 images since it was developed. Responses to the inkblots can be scored using more than 100 criteria, including how common or unusual the responses are, what areas of the blots are focused on, whether movement is seen in the images, and so on.

In an earlier era, clinicians who demonstrated special skill in interpreting the test were dubbed Rorschach "wizards," and the technique sometimes was referred to as "an X- ray of the mind."

Over the years, the test's detractors have also been zealous, making at times brutal attacks on its scientific validity, especially in the 1950's and 1960's, when practitioners varied greatly in the ways they administered and scored the tests.

Some of the criticism abated in the mid-1970's, when Dr. John E. Exner, then a professor of psychology at Long Island University, developed systematic rules for giving and scoring the Rorschach and established norms against which the responses of test takers could be compared.

Dr. Exner's "comprehensive system" is used by a majority of psychologists who administer the Rorschach. Dr. Exner says that Rorschach Workshops, a North Carolina research foundation which he directs, trains an average of 300 clinicians a year in the method in the United States and several hundred more in Europe and Japan. The foundation charges $650 for five days of intense training in the technique.

With the comprehensive system, the test can yield a complex picture of people's psychological strengths and weaknesses, the Rorschach's proponents say, including their intelligence and overall mental functioning, their ability to relate appropriately to other people, their sexuality, and their fantasies, fears and preoccupations.

And the psychologists argue that even when the Rorschach appears to have greater validity — for example, in assessing intelligence, diagnosing schizophrenia and predicting a patient's success in psychotherapy — it is not clear how much additional knowledge is gained from the test.

Detecting Abnormality

Another problem with the Rorschach, the psychologists say in their review, is that the test tends to "overpathologize," making even normal people look maladjusted.

In a study, which they reviewed, of 123 subjects with no psychiatric history who were given the test, most at a California blood bank, 16 percent scored in the abnormal range on the test's schizophrenia index — far higher than the 1 percent incidence of the illness in the general population indicated in other surveys. Eighteen percent showed signs of clinical depression on the test, and 29 percent had indicators of extreme narcissism.

Empirical backing for the validity of the other two projective measures, the T.A.T. and the human figure drawing test, was sketchy at best, the review's authors found, with the drawing test "the weakest" of the three tests.

Psychologists like Dr. Weiner, the author of "Principles of Rorschach Interpretation" and another book on the test, strongly disputed the conclusions drawn in the review.

They said a diagnosis was never made on the basis of the test alone.

"There are plenty of studies that show the Rorschach can help you identify people who have schizophrenia or whether people are depressed," Dr. Weiner said, "but the test doesn't make the diagnosis. No single test that a clinician uses makes the diagnosis. If you're going to use this instrument effectively, you're going to take a lot of things into consideration."

He added: "Tests don't `overpathologize.' That's done by the person who interprets them."

Dr. Meyer, of the University of Alaska, said that while more research needed to be done on some of the issues raised by Dr. Lilienfeld and his colleagues, their views did not fairly reflect what is known about the validity of the Rorschach and other tests.

In an article to be published in the journal American Psychologist, Dr. Meyer and other researchers conclude that the validity of psychological tests, including the Rorschach and the T.A.T., is comparable to that of medical tests, like ultrasounds and M.R.I.'s. The article is based on a review of 125 meta-analyses of the validity of psychological and medical tests.

But even Dr. Exner, the developer of the comprehensive system, agreed that the test "can be abused unwittingly by the ill-trained person," and he said he was uncomfortable with the use of the test in "adversarial" settings, like custody disputes, unless the psychologist was working for the court, rather than for one parent or the other.

"It takes a long time to learn the Rorschach and you've got to work at it, it's not simple," said Dr. Exner, who is also the curator of the Rorschach archives.

The real question for clinicians in using the test, he said, is, "What do you want to know about the individual?"

"If you're interested only in some diagnostic labeling," Dr. Exner said, "I don't know that the Rorschach is worth doing, not simply because of time but because you're flooded with information that you're not going to use. On the other hand, if you're going to treat someone, I think the Rorschach is a pretty sturdy instrument.

"The strength of the test," he continued, "is that it helps the really capable interpreter to develop a picture of an individual."

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Excerpts from *Frankenstein; or, the Modern Prometheus*

Mary Shelley

From Chapter 4: *(From Dr. Frankenstein's point of view)*

In M. Waldman I found a true friend. In a thousand ways he smoothed for me the path of knowledge and made the most abstruse inquiries clear to my apprehension. My application was at first fluctuating and uncertain; it gained strength as I proceeded and soon became so eager that the stars often disappeared in the light of morning whilst I was yet engaged in my laboratory.

One of the phenomena which had peculiarly attracted my attention was the structure of the human frame, and, indeed, any animal endued with life. Whence, I often asked myself, did the principle of life proceed? It was a bold question, and one which has ever been considered as a mystery. To examine the causes of life, we must first have recourse to death. I became acquainted with the science of anatomy, but this was not sufficient; I must also observe the natural decay and corruption of the human body. I saw how the fine form of man was degraded and wasted; I beheld the corruption of death succeed to the blooming cheek of life; I saw how the worm inherited the wonders of the eye and brain. I paused, examining and analysing all the minutiae of causation, as exemplified in the change from life to death, and death to life, until from the midst of this darkness a sudden light broke in upon me. After days and nights of incredible labour and fatigue, I succeeded in discovering the cause of generation and life; nay, more, I became myself capable of bestowing animation upon lifeless matter. I was surprised that among so many men of genius who had directed their inquiries towards the same science, that I alone should be reserved to discover so astonishing a secret.

The astonishment which I had at first experienced on this discovery soon gave place to delight and rapture. After so much time spent in painful labour, to arrive at once at the summit of my desires was the most gratifying consummation of my toils. What had been the study and desire of the wisest men since the creation of the world was now within my grasp. I see by your eagerness and the wonder and hope which your eyes express, my friend, that you expect to be informed of the secret with which I am acquainted; that cannot be; listen patiently until the end of my story, and you will easily perceive why I am reserved upon that subject. Learn from me, at least by my example, how dangerous is the acquirement of knowledge and how much happier that man is who believes his native town to be the world, than he who aspires to become greater than his nature will allow.

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When I found so astonishing a power placed within my hands, I hesitated a long time concerning the manner in which I should employ it. Although I possessed the capacity of bestowing animation, yet to prepare a frame for the reception of it, still remained a work of inconceivable difficulty and labour. I doubted at first whether I should attempt the creation of a being like myself, or one of simpler organization; but my imagination was too much exalted by my first success to permit me to doubt of my ability to give life to an animal as complex and wonderful as man. The materials at present within my command hardly appeared adequate to so arduous an undertaking, but I doubted not that I should ultimately succeed. I prepared myself for a multitude of reverses, yet when I considered the improvement which every day takes place in science and mechanics, I was encouraged to hope my present attempts would at least lay the foundations of future success. It was with these feelings that I began the creation of a human being. I resolved, contrary to my first intention, to make the being of a gigantic stature, that is to say, about eight feet in height, and proportionably large. After having formed this determination and having spent some months in successfully collecting and arranging my materials, I began.

No one can conceive the variety of feelings which bore me onwards, like a hurricane, in the first enthusiasm of success. A new species would bless me as its creator and source; many happy and excellent natures would owe their being to me. Pursuing these reflections, I thought that if I could bestow animation upon lifeless matter, I might in process of time (although I now found it impossible) renew life where death had apparently devoted the body to corruption. These thoughts supported my spirits, while I pursued my undertaking with unremitting ardour. My cheek had grown pale with study, and my person had become emaciated with confinement. Sometimes, on the very brink of certainty, I failed; yet still I clung to the hope which the next day or the next hour might realize. One secret which I alone possessed was the hope to which I had dedicated myself; and the moon gazed on my midnight labours.

The summer months passed while I was thus engaged, heart and soul, in one pursuit. I could not tear my thoughts from my employment, loathsome in itself, but which had taken an irresistible hold of my imagination. Winter, spring, and summer passed away during my labours; but I did not watch the blossom or the expanding leaves—sights which before always yielded me supreme delight—so deeply was I engrossed in my occupation. The leaves of that year had withered before my work drew near to a close, and now every day showed me more plainly how well I had succeeded. Every night I was oppressed by a slow fever, and I became nervous to a most painful degree. Sometimes I grew alarmed at the wreck I perceived that I had become; the energy of my purpose alone sustained me: my labours would soon end, and I believed that exercise and amusement would then drive away incipient disease; and I promised myself both of these when my creation should be complete.

Grade 8: Flowers for Algernon

ELA Module 2, Session 2 P-02.16

Note Catcher: Fluency as a Foundation (Session 4)

ELA Content Module 1, Session 4

Grades 6-8

Do Now: Think of a student who is a fluent reader and another who is disfluent. *For each student: How would you describe their reading? What does it sound like?* *What impact does their fluency or lack thereof have on their overall reading ability and attitude towards reading?*

Session Objectives	Agenda
• Understand what fluency is and why it is important • Understand the core components to support students in becoming more fluent: **repeated reading** and **feedback** • Explore how fluency lives in the Guidebooks • Experience how "Let's Read!" can be an opportunity to support student fluency	

Time	Task
6 min	Getting Started
12 min	What is Fluency and why is it important?
15 min	Strategies to Support Fluency
20 min	Fluency in the Guidebooks
7 min	Closing

What's Trending on Twitter?	
@Shanahan The National Reading Panel examined 51 studies of oral-reading fluency instruction and found a substantial pattern of evidence supporting the idea that teaching oral fluency improves reading achievement (NICHD, 2000). Fluency instruction improved reading no matter how it was measured. Of course, fluency instruction improved oral reading fluency itself, but it also had a positive impact on children's decoding, word recognition, silent-reading comprehension, and overall reading achievement as measured by group-administered standardized tests. – *Shanahan, 2005* 50% of the variance in reading comprehension was accounted for by fluency measures. (Paige 2011)	**@Colorin_Colorado:** Because fluent readers do not have to slow down in order to concentrate on decoding the individual words in a text, they can focus their attention on the text's meaning. In this way, **fluency acts as a bridge between word recognition and comprehension, and this relationship is reciprocal**. That is, when a student understands the meaning of the text he/she is reading, it is much easier to read that text with expression. – *Ford, 2015*
@Ford_15: Fluency activities support ELLs because as students practice reading English texts fluently, they are "gaining valuable information about the sounds and cadences of spoken English, and they are also developing vocabulary skills." – *Ford, 2015*	**@The4Researchers** The most compelling reason to focus instructional efforts on students becoming fluent readers is **the strong correlation between reading fluency and reading comprehension**. – *Allington, 1983; Johns, 1993; Samuels, 1988, Schreiber, 1980*

Fluency Jigsaw Debrief	
Fluency Strategy	**Key Takeaways**
Choral Reading	
Paired Reading (Buddy Reading)	
Repeated Reading	
Fluency Development Lesson	
Echo Reading	

Study the "Let's Read!" portion of an upcoming lesson	
Question	**Response**
What fluency supports are already built into this lesson?	
What opportunities can you build in for students to: • Read a text multiple times? • Get feedback on their reading?	
What protocol can you model to support your students in giving feedback? • With a partner, practice delivering this component of the lesson. • Take turns giving each other lightweight feedback.	

Capture Your Learning	
Question	**Response**
What are the three components of fluency?	
Name and describe one strategy you can use to support students' fluency.	
How does the design of Let's Read! in the Guidebooks support students' fluency?	

Check for Understanding

1. Review the key points and the Capture Your Learning exemplar responses in the Facilitator Guide for Session 4: Fluency as a Foundation.

2. Prepare for a role-play conversation by drafting your discussion points.

Fluency Role Play Conversation: Discussion Points	
What fluency is	
Why fluency is so important	
How the Guidebooks support fluency	

3. Role play your conversation with a colleague. Adjust as needed based on feedback.

Instructional Activities to Support Fluency

ELA Content Module 1, Session 4

Strategy 1	What?	Why?	How?
Choral Reading	"Whole-class choral reading is a strategy where all students read the same text aloud with the teacher. This is a powerful assisted reading strategy that can use either a repeated-reading or wide-reading implementation. Texts can and should be drawn directly from the curriculum. In a repeated-reading protocol, the same text is read multiple times across several days. With a wide-reading implementation, different but very similar texts are read each day. An example of a similar text might be an extended story where each day the next succeeding paragraph(s) is read. A key feature of choral reading is that it provides a safe "cover" for struggling readers as individual students are neither asked to read nor are they singled out for either good or poor reading. All praise and correction is given to the class as a single entity and not to individual students." **Source:** Student Achievement Partners: *Building Reading Fluency*	"Whole-class choral reading provides many benefits for students. For example, students are able to hear a model of good reading because the teacher leads the class in reading. This also means that students are provided with immediate assistance on pronouncing unfamiliar words and phrases. Because students read with the teacher, they also hear a model of prosodic reading while they are reading. Research evidence suggests that whole-class choral reading helps both proficient and struggling readers whether implemented in reading or content classes." **Source:** Student Achievement Partners: *Building Reading Fluency*	**The teacher:** • Selects a text • Models a fluent reading of the passage on first exposure • Counts down to cue class to begin choral reading • Provides feedback through additional modeling, pronunciation, and encouragement **The students:** • Follow along during the initial fluent read • Read the passage aloud together as a class • Reread the passage, incorporating feedback

Strategy 2	What?	Why?	How?
Paired Reading (Buddy Reading)	"Paired or buddy reading is a peer-assisted learning strategy (PALS), where students read in groups of two; while it is most often used in the elementary grades, it can be used in older grades as well. In this strategy students take turns reading the text to each other. It is helpful if less fluent readers are paired with a more fluent reader. Texts are chosen that serve the curricular needs of the class and that are at the independent reading level of the better reader, but not so difficult that the partner is frustrated." **Source:** Student Achievement Partners: *Building Reading Fluency*	"In order to increase student fluency, readers need experience reading to and listening to other readers of all kinds. Specifically, lower-level readers benefit from strategies such as Paired Reading by listening to the reading of a higher-level reader. Reading with someone else encourages students to try reading material that may be above their usual reading level, while also building oral skills so that students are more comfortable with their reading. Additionally, this strategy allows the teacher to observe readers in the classroom and work with students who may need more assistance." **Source:** *ReadWriteThink Strategy Guide: Using Paired Reading to Increase Fluency and Peer Cooperation.*	**The teacher:** • Selects a text • Strategically pairs students • Plans and teaches a routine for paired reading • Provides clear directions for how students will take turns reading, correct errors, and provide feedback and praise • Circulates and provides feedback **The students:** • Read aloud a text to a partner • Listen to their partner read the text aloud • Partners help each other correct errors, and provide praise and feedback frequently • Repeat the process frequently with new texts and partners

Strategy 3	What?	Why?	How?
Repeated Reading	"Repeated reading refers to instances when students read the same text several times. Often, repeated readings are distributed across several days where the passage is read two or three times the first day to reinforce proper pronunciation and phrasing, and then once a day for two to three more days. The idea is to help the student increase their automaticity with words and phrases specific to the text. This automaticity will then transfer to words and phrases in other texts. Repeated reading can be implemented in a one-on-one basis where a teacher or paraprofessional works directly with the student, in small groups, or as a whole class. In other instances, repeated reading is a feature within a strategy such as whole-class choral reading." **Source:** Student Achievement Partners: *Building Reading Fluency*	Repeated reading of a text provides students with multiple opportunities to practice fluent reading of a text. It gives them a chance to improve pronunciation, rate, and prosody based on teacher or peer feedback. **Source:** Student Achievement Partners: *Building Reading Fluency*	**The teacher:** • Selects a text • Determines how and when students will engage in repeated reading (i.e. With a partner? Chorally? Within one lesson or across multiple days?) • Models an initial fluent read aloud • Provides praise and feedback **The students:** • Listen carefully to the teacher's fluent model • Read the passage aloud multiple times (over the course of one lesson or multiple days), receiving and incorporating feedback each time

Strategy 4	What?	Why?	How?
Fluency Development Lesson	"Fluency instruction is not something that is "in addition to;" rather, it is intrinsic to effective reading instruction. The **F**luency **D**evelopment **L**esson (Rasinski et al., 1994) was recognized by the National Reading Panel (2000) as an effective approach to developing fluent readers in grades 1-3. The FDL routine uses a Gradual Release of Responsibility model where the teacher shifts reading responsibility for reading to the students. At its essence, the FDL uses short pieces of text including poems, rhymes, and segments of stories which students read aloud in unison with the teacher (choral reading) several times (repeated reading)." **Source:** Student Achievement Partners: *Building Reading Fluency*	To improve fluency, students must first have the opportunity to hear words in a passage pronounced accurately and the sentences read with proper punctuation attended to. They must then have lots of meaningful practice (where they are monitored for accuracy, pace, and expression), feedback, and encouragement. The gradual release of the FDL routine ensures these components are met when working to develop fluency. **Source:** Student Achievement Partners: *Building Reading Fluency*	FDL Routine: 1. Students follow along and listen to a fluent read aloud of the text. 2. Students read the passage aloud while monitored for accuracy. 3. Students practice, with a focus on reading at an appropriate **pace**, reading words and punctuation **accurately,** and reading with appropriate **expression.** 4. Students receive feedback and active monitoring on their fluency progress. 5. Teacher provides lots of encouragement and reminds students that problems with fluency are fixable. 6. Teachers check for student

			understanding of the passage using comprehension questions. Students know they are obligated to understand what they read. **Source:** Student Achievement Partners: *Fluency Packet for 6-8 Grade Band*

Strategy 5	What?	Why?	How?
Echo Reading	"Echo reading is a rereading strategy designed to help students develop expressive, fluent reading, as well as used to develop print knowledge. In echo reading, the teacher reads a short segment of text, sometimes a sentence or short paragraph, and the student(s) echo it back. "Echo reading works best for short segments of text and is particularly well-suited for beginning readers," (Jennings, Caldwell, and Lerner, 2014). Since the strategy can be used to develop both print knowledge and fluency, there are different techniques within the strategy to be used to differentiate between the two literacy development areas. It is important that the teacher makes sure to explicitly point to the text when using this strategy in order to reinforce print concepts." ***Source:*** *Strategies for Special Intervention: Echo Reading*	"It shouldn't be a surprise to learn that students must hear fluent readers begin modeling if they are to understand how they should sound when they read fluently," (Miller and Veatch, 2011). ***Source:*** *Strategies for Special Intervention: Echo Reading*	**The teacher:** • Selects a text • Reads aloud the entire text, modeling what a fluent reader sounds like • Selects a short segment from the text (usually one sentence) **The students:** • Follow along in their own texts as the teacher reads aloud • Listen carefully to the teacher's rate, accuracy and expression • Repeat or echo read the same segment

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Teacher Preparation Competencies

In your learning teams,

- Review the ELA and Literacy *Teacher Preparation Competencies*.
- Circle the key content and skills included in each one.
- Explain how the content studied in Module 5 relates to the competencies and how it will assist you in supporting your resident teacher to refine his or her content knowledge and content-specific pedagogy and to meet the competencies.

Partner Task

In turn, one assumes the role of the mentor and the other the role of the resident. The mentor explains to the resident how the ELA content relates to achievement of the competencies. In other words, why does the resident need to know the content you have learned to meet these competencies? Use specific examples.

The partner in the resident role then summarizes what the mentor says and offers feedback on the clarity, specificity, etc. of the explanation.

Switch roles and repeat.

English Language Arts and Literacy Teacher Competencies

INTRODUCTION

The English Language Arts and literacy teacher preparation competencies identify essential knowledge and skills for teacher candidates seeking certification in birth to kindergarten, pre-kindergarten – third grade, elementary grades 1-5, elementary grades 1-5 integrated to merged, English Language Arts grades 4-8, English Language Arts grades 4-8 integrated to merged, English Language Arts 6-12, and English Language Arts grades 6-12 integrated to merged.

- *Content knowledge competencies* identify foundational knowledge of the English language and language development, reading, composition, and oral language skills.
- *Content pedagogy competencies* identify teaching knowledge and skills that are specific to English Language arts instruction that develop students' ability to:
  1. understand and use vocabulary and language, including early literacy (e.g., print awareness, phonological skill, word recognition, incidental reading foundational skills, etc.) to make sense of what texts say;
  2. understand the topics, themes, and ideas to determine text meaning;
  3. build understanding about texts using evidence through discussion; and
  4. demonstrate understanding of the language, craft, topics, themes, and ideas of complex grade-level texts through writing using evidence and appropriate grade-level conventions, spelling, and structure.

ENGLISH LANGUAGE ARTS CONTENT KNOWLEDGE COMPETENCIES

A. The teacher candidate is able to read and understand the language, craft, topics, themes, and ideas of complex texts and explain how they are able to read and understand those texts.

1. The teacher candidate reads a wide variety of complex texts appropriate for instruction of age or grade-level reading, writing, speaking and listening, and language standards. The variety of texts includes print and non-print or digital texts; media texts, including but not limited to, songs, videos, podcasts, film; and classic texts and contemporary texts, including children's literature, that represent a range of world literatures, historical traditions, genres, forms, and the experiences of different genders, ethnicities, and social classes.
2. The teacher candidate determines the meaning, purpose, and main ideas of complex texts and explains their development orally and in writing based on the interaction of an author's craft (e.g., word choice, syntax, use of details and illustrations, figurative language), elements and structure (e.g., setting, characterization, development and organization, plot, pacing, evidence), literary effects (e.g., symbolism and irony), and rhetorical devices.
3. The teacher candidate explains how vocabulary, diction, syntax, and sentence patterns contribute to the meaning, complexity, clarity, coherency, fluency, and quality of a text.
4. The teacher candidate selects words in complex texts which most contribute to the meaning, are common among complex texts, are part of word families, or have multiple meanings.
5. The teacher candidate makes connections among texts, including determining and explaining how each text challenges, validates, or refines the language, topics, themes, and/or ideas of other texts and how modern texts or texts in different mediums adapt, enhance, or misrepresent a source text.
6. The teacher candidate assesses the credibility and usability of texts by analyzing texts with differing viewpoints to determine areas of conflict or possible bias, evaluating whether the reasoning is sound and the evidence is relevant and sufficient, and determining the advantages and disadvantages of different texts and mediums for presenting a particular topic or idea.
7. The teacher candidate recognizes the influence of English language and literary history on English Language Arts content.

B. The teacher candidate demonstrates proficiency with written and spoken language when writing about the topics, themes, and/or ideas of complex texts.

1. The teacher candidate creates a range of formal and informal, process and on-demand oral, written, and visual compositions (e.g., analytic, argumentative, explanatory, narrative) about the language, craft, topics, themes, and/or ideas of complex texts, taking into consideration the interrelationships among form, audience, context, and purpose.
2. The teacher candidate uses complex texts to locate models of writing (e.g., word choice, syntax, sentence variety and fluency, text structure, style) and use the models to imitate the language, structure, and style in their own writing.
3. The teacher candidate knows and appropriately uses the conventions of English language (i.e., grammar, usage, and mechanics) as they relate to various rhetorical situations and to various style guides for composition.
4. The teacher candidate recognizes and explains the historical context of modern English language, including recognizing root words, determining word etymologies, and analyzing changes in syntax.
5. The teacher candidate explains the concept of dialect, recognize its effect and impact on the meaning and development of written and spoken language, and know and apply its use in context when it is appropriate.
6. The teacher candidate explains the importance of language structure (e.g., syntactic awareness, discourse awareness) in developing reading and writing fluency.

C. The teacher candidate demonstrates understanding of the stages of language, reading, and writing development.

1. The teacher candidate explains the progression, connection, and relationships among the major components of early literacy development, including the typical and atypical development of skills in the areas of language (i.e., phonological skill, morphology, orthography, semantics, syntax, and discourse); reading (i.e., print awareness, decoding, fluency, and comprehension); spelling and writing development (i.e., pre-literate, early emergent, emergent, transitional, and conventional).
2. The teacher candidate defines, explains, produces, and classifies the basic phonetic structure and orthographic rules and patterns of the English language, including but not limited to phonemes, graphemes, diagraphs, blends, r-control vowels, hard and soft consonants, and explains how these relate to the progression of reading and writing development.
3. The teacher candidate explains the principles of teaching word identification and spelling and gives examples illustrating each principle.
4. The teacher candidate explains the role of fluency in typical reading development (e.g., word recognition, oral reading, silent reading, and comprehension) and as a characteristic of some reading disorders.
5. The teacher candidate identifies, defines, and explains the relationship between environmental, cultural, and social factors that contribute to literacy development and the difference between delays and characteristics of some reading disorders, as determined by academic standards.
6. The teacher candidate explains and demonstrates through oral reading the print concepts young students must develop (e.g., text orientation, directionality, connection of print to meaning, return sweep, page sequencing, punctuation).
7. The teacher candidate explains the stages of the development of phonological awareness skills and gives examples illustrating each stage (e.g., rhyme, syllable, onset-rime, phoneme segmentation, blending, and substitution).
8. The teacher candidate demonstrates appropriate enunciation in oral demonstrations, especially speech sounds when conducting phonemic awareness lessons.

Module 5 Review

In your team, review the outcomes (p. 4) for Module 5. Share how you anticipate applying what you learned as a mentor.

Exit slip

Use an index card on your table. Write a brief note.

3 ideas I am taking away
2 actions I'll take based on what I learned
1 question I have about what I learned