

Foreword by Arthur Applebee

JIM BURKE



What's the
BIG IDEA?

Question-Driven Units to Motivate
Reading, Writing, and Thinking

Heinemann

Harvard Education Press

Whats The Big Idea Question Driven Units To Motivate Reading Writing And Thinking

Jim Burke



Whats The Big Idea Question Driven Units To Motivate Reading Writing And Thinking:

What's the Big Idea? Jim Burke, 2010 Encourages teachers to structure literacy education around clearly stated essential questions and describes how this approach can increase a student's abilities for comprehension and retention [Getting to the Core of Literacy for History/Social Studies, Science, and Technical Subjects, Grades 6-12](#) Vicky Giouroukakis, Maureen Connolly, 2013-05-14 Literacy is not just for English teachers anymore The new Common Core English Language Arts Standards aren't just for English teachers Fluent reading and writing are critically important to the study of history social studies science and technical subjects too What's more the progress your students make is directly tied to their ability to process information they read and to express their ideas in writing So how do you make literacy a focus of your teaching without taking time away from essential content This practical resource packed with teacher tested CCSS based sample lessons shows you how using the Backward Design approach to set and meet your goals Each lesson template includes The teaching strategies you'll utilize Ways to incorporate technology and media Variations for differentiation and interdisciplinary connections Links to the work of major educational theorists Following these models you'll set the CCSS in your sights and develop lessons that both meet standards and fit your classroom Before you know it you'll be infusing reading and writing across your curriculum in purposeful and meaningful ways

Connecting Across Disciplines Susan Chenelle, Audrey Fisch, 2016-02-10 While the Common Core has made informational text a focal point in English language arts classrooms around the country it has also made literacy a key concern in other subjects Teaching literacy in the disciplines and navigating informational texts are challenging prospects How can content area teachers find high quality informational texts that will enhance their curriculum How do they go about working with these new texts Most importantly how do teachers balance their responsibility towards their subject matter with the new charge to incorporate disciplinary literacy The key is to connect communicate and collaborate Teachers can meet these challenges together and enhance student literacy engagement and motivation along the way This volume offers a practical model that teachers in any discipline can use to incorporate informational texts into their classrooms on their own or in collaboration with colleagues in other content areas We also share suggestions and ideas for initiating and implementing collaboration between teachers of any discipline even those working at the secondary level with complex schedules and curricula

Secondary English Teacher Education in the United States Donna L. Pasternak, Samantha Caughlan, Heidi L. Hallman, Laura Renzi, Leslie S. Rush, 2017-12-14 Winner of the ELATE Richard A Meade Award 2018 Identifying key areas of teacher education that cross countries and disciplines this book provides the first extensive research based insight into how secondary English teachers are prepared at institutions of higher education in the United States of America US since the last major study in 1995 In the two decades since then English teacher education programs have developed in contextually dependent ways that often have been driven by institutional economic social and political considerations The authors provide an overview of their nationwide study of

English teacher educators which was conducted over a four year period They analyze the context under which teacher educators currently prepare pre service English teachers in the US and support teacher educators in other countries to make comparisons to their own unique historical and cultural settings The authors also offer a comprehensive evaluation of the content practices and skills being taught to future teachers of English in university based teacher preparation programs in the US The book draws on evidence from a nationwide questionnaire case studies of teacher educators in their respective programs course syllabi and focus group interviews to focus on areas of instruction that resonate with teacher educators in countries where English is the dominant language of communication These areas include field experiences standards and assessment teaching literacy to integrate reading and writing working with English language learners to address cultural and linguistic diversity new technologies in English education

Your Literacy Standards Companion, Grades 9-12 Jim Burke, 2017-04-20 Standards based learning just got a lot easier In this resource Jim Burke provides indexes for all states implementing state specific ELA standards This index allows you to see and understand which page number to turn to for standards based teaching ideas Beyond that It s the same great go to guide putting the standards into daily practice across English Language Arts Social Studies Science and Technical Subjects It s all here page by page Grades 9 10 standards positioned alongside 11 12 standards with key distinctions highlighted so teachers know what they must teach from grade to grade All the different content area versions of the standards arranged to facilitate easy reference and schoolwide collaboration Explanations of each standard on corresponding pages written in accessible language along with prompts and questions to help students learn and apply each standard Essential content to cover and lesson ideas for modeling the literacy skills behind the standards Instructional techniques for each standard based on Jim s extensive teaching experience and current research on effective instruction A complete glossary for each standard and adaptations for ELL students With this book you have what you need to bring about astounding clarity of expectations for what students are to learn and what teachers can do to bring about the sustained literacy experiences students need to apply their learning

Literacy and History in Action Thomas M. McCann, Rebecca D'Angelo, Nancy Galas, Mary Greska, 2015 This book offers a solid research and theoretical foundation for combining social studies and literacy instruction A collaboration between a literacy scholar two classroom teachers and a school librarian this volume also shows teachers how to engage middle and high school students in historical inquiry that incorporates literacy skills like reading complex texts and writing elaborated arguments The authors present extended simulation activities that immerse students in three eras of U S history European incursions into North America pre Revolutionary War colonialism and the Civil War and Reconstruction These simulations allow learners to experience these major periods of U S history while they discuss read and write in ways that align closely with the Common Core State Standards The final chapter guides teachers in constructing their own classroom simulations and identifies useful resources

Book Features Guidance for integrating language arts and social studies in ways that align with the Common Core

State Standards Simulation activities that show learners actively engaged in inquiry involving collaboration deliberation debate and critical judgments Models for disciplinary literacy that rely on primary source texts and historical fiction Examples of student work website resources and an online appendix with rubrics for teachers This terrific book helps teachers think about how to design instruction to provide an education across the curriculum that is provocative and stimulating and that helps young people develop both the thinking and writing skills they will need to succeed in their persuasion I love this book and wish I were still in the classroom to use both its examples and its principles in my own planning From the Foreword by Peter Smagorinsky Distinguished Research Professor of English Education College of Education The University of Georgia *Getting to the Core of English Language Arts, Grades 6-12* Vicky Giouroukakis, Maureen Connolly, 2012-04-19 Presents lesson plans classroom activities and worksheets for teachers of English Language Arts to help them meet the Common Core State Standards in their English curriculum *Teaching to Exceed the English Language Arts Common Core State Standards* Richard Beach, Allen Webb, Amanda Haertling Thein, 2015-12-07 Timely thoughtful and comprehensive this text directly supports pre service and in service teachers in developing curriculum and instruction that both addresses and exceeds the requirements of the Common Core State Standards Adopting a critical inquiry approach it demonstrates how the Standards highest and best intentions for student success can be implemented from a critical culturally relevant perspective firmly grounded in current literacy learning theory and research It provides specific examples of teachers using the critical inquiry curriculum framework of identifying problems and issues adopting alternative perspectives and entertaining change in their classrooms to illustrate how the Standards can not only be addressed but also surpassed through engaging instruction The Second Edition provides new material on adopting a critical inquiry approach to enhance student engagement and critical thinking planning instruction to effectively implement the CCSS in the classroom fostering critical response to literary and informational texts using YA literature and literature by authors of color integrating drama activities into literature and speaking listening instruction teaching informational explanatory argumentative and narrative writing working with ELL students to address the language Standards using digital tools and apps to respond to and create digital texts employing formative assessment to provide supportive feedback preparing students for the PARCC and Smarter Balanced assessments using the book s wiki site <http://englishccss.pbworks.com> for further resources **Teaching Literature Using Dialogic Literary Argumentation** Matt Seymour, Theresa Thanos, George E. Newell, David Bloome, 2020-04-23 Introducing a new framework for teaching and learning literature in secondary schools this book presents Dialogic Literary Argumentation as an inquiry based approach to engage students in communicating and exploring ideas about literature As a process of discovery Dialogic Literary Argumentation facilitates conversation arguing to learn as a method to support students diverse perspectives and engagement with one another in order to develop individual and collective understandings of literature and their place in the

world Covering both the theoretical foundation and application of this method this book demonstrates how to apply Dialogic Literary Argumentation to teach literature in a way that foregrounds dialogue learning through inquiry diverse views listening to others and engagement with our communities Ideal for preservice teachers in literacy methods courses and practicing teachers it features real world cases discussions of the principles presented resource lists and conversation starters for professional learning communities professional development and teacher education

Power Tools Jeanne Dyches, Ashley S. Boyd, Katherine Baker, Alex Kaulfuss, 2023-10-11 Virtually all national standards now require students and teachers to understand the particulars of disciplinary literacy But recently emerging scholarship suggests that disciplinary literacy is by itself an incomplete and potentially problematic approach to secondary literacy instruction By asking students to think like or even be like experts students may receive implicit messaging about whose knowledge is and isn't valued Critical disciplinary literacy CDL creates space for and highlights connections between critical literacies and disciplinary literacies CDL acknowledges disciplines as unique communities with their own specialized and often exclusionary skills norms practices and discourses but deviates from conventional applications of disciplinary literacy by responding to the ways in which power systems and the analytic skills needed to understand them work differently based on the disciplines at hand A CDL instructional approach acknowledges that applying the critical literacy skills of reading the word and the world to understand the power dynamics of vaccine distributions requires a different skill set and strategy approach than looking at textual representations of masculinity in Romeo and Juliet Written by a team of educators with over 70 combined years of classroom experience Power Tools 30 Critical Disciplinary Literacy Strategies for 6-12 Classrooms offers readers research based multidisciplinary ready to implement disciplinary literacy strategies from critical literacy lenses The book sets itself apart from other strategy textbooks by offering creative strategy implementation that calls attention to power systems Educators can learn for example how they might employ read alouds to explore the global refugee crisis or use the exit ticket strategy to help students reflect on the relationship between race and COVID statistics experiences Power Tools 30 Critical Disciplinary Literacy Strategies for 6-12 Classrooms provides standards aligned lessons that both challenge and extend traditional engagement practices to build a more just world Each chapter includes An overview of each strategy situated within the research of best practices Two disciplinary examples for each CDL strategy e.g. an example of a CDL think aloud in seventh grade math and tenth grade ELA classroom Chapters provide resources such as examples of student work discussion prompts dialogue between teacher and students and reprintables Ideas for addressing resistance to CDL instruction Preservice and in service teachers as well as teacher educators and researchers looking to do and support justice oriented work in disciplinary spaces will find value in the book Power Tools is an ideal text to implement in courses such as Disciplinary Literacy Secondary Literacy Content Area Literacy Methods Strategies for Teaching Social Justice Multicultural Education ELA methods Science methods Social Studies methods and Mathematics methods

Letting Go of Literary

Whiteness Carlin Borsheim-Black, Sophia Tatiana Sarigianides, 2019-09-06 Rooted in examples from their own and others classrooms the authors offer discipline specific practices for implementing antiracist literature instruction in White dominant schools Each chapter explores a key dimension of antiracist literature teaching and learning including designing literature based units that emphasize racial literacy selecting literature that highlights voices of color analyzing Whiteness in canonical literature examining texts through a critical race lens managing challenges of race talk and designing formative assessments for racial literacy and identity growth Book Features Specific classroom scenarios and transcripts of race related challenges that teachers will recognize to help situate suggested strategies Sample racial literacy objectives questions and assessments to guide unit instruction A literature based unit that addresses societal racism in *A Raisin in the Sun* Assignments for exploring Whiteness in the teaching of *The Adventures of Huckleberry Finn* Questions teachers can use to examine *To Kill a Mockingbird* through a critical race lens Techniques for managing difficult moments in whole group discussions Collaborative glossary and exploratory essay assignments to build understanding of race based concepts and racial identity development

Research on Young Children's Humor Eleni Loizou, Susan L. Recchia, 2019-07-24 This book provides a wide spectrum of research on young children's humor and illuminates the depth and complexity of humor development in children from birth through age 8 and beyond It highlights the work of pioneers in young children's humor research including Paul McGhee Doris Bergen and Vasu Reddy Presenting a variety of new perspectives the book examines such issues as play humor laughing and pleasure within the context of learning and development It looks at humor wordplay and cartoons that can be used as educational tools in the classroom Finally it provides explorations of humor within a cultural and spiritual context The book presents diverse and creative methods to study humor and provides practical implications for adults working with children The book offers a powerful springboard for moving research and practice toward a deeper understanding of young children's humor as an integral and meaningful component of early development and learning

Your Literacy Standards Companion, Grades 6-8 Jim Burke, 2017-03-22 Standards based learning just got a lot easier In this resource Jim Burke provides indexes for all states implementing state specific ELA standards This index allows you to see and understand which page number to turn to for standards based teaching ideas Beyond that It's the same great go to guide putting the standards into daily practice across English Language Arts Social Studies Science and Technical Subjects It's all here page by page Grades 6-8 standards side by side with key distinctions highlighted so teachers know what they must teach from grade to grade All the different content area versions of the standards arranged to facilitate easy reference and schoolwide collaboration Explanations of each standard on corresponding pages written in accessible language along with prompts and questions to help students learn and apply each standard Essential content to cover and lesson ideas for modeling the literacy skills behind the standards Instructional techniques for each standard based on Jim's extensive teaching experience and current research on effective instruction A complete glossary for each standard and adaptations for

ELL students With this book you have what you need to bring about astounding clarity of expectations for what students are to learn and what teachers can do to bring about the sustained literacy experiences students need to apply their learning

Meaningful Encounters Paula Ressler, Becca Chase, 2019-04-13 Teaching about the Holocaust presents one of the most formidable challenges teachers face Meaningful Encounters is Paula Ressler and Becca Chase's contribution to the efforts of those educators who wish to meet this challenge more knowledgeably and effectively It tells the story of a unique inquiry based English teacher education course focused on Holocaust literature from several genres that integrated literacy pedagogies and literary criticism with historical philosophical psychological and political theories and contexts The book involves the reader in the complicated tangle of Holocaust education critically illuminating how difficult this work is but also demonstrating how teachers can introduce their students responsibly and ethically to this perennially relevant body of literature The authors offer no facile solutions to the obstacles and pitfalls inherent in teaching this literature They raise questions pose problems consider and analyze how participants responded to issues that emerged and suggest alternative approaches The authors recount the students and teacher's unsettling and enlightening experiences failures and successes By following along preservice educators will be able to conceptualize discuss and practice and inservice teachers and teacher educators rethink how to teach Holocaust and other literatures about genocide and mass atrocities in culturally relevant and meaningful ways today

The Common Core Companion: The Standards Decoded, Grades 6-8 Jim Burke, 2013-08-30 I love what Jim Burke has done to make the Standards less threatening and more useful for teachers In particular the indicators for what students and teachers should be doing given the Standard are extremely helpful as are such a clear glossary and illuminating examples All in all The Common Core Companion is bound to be enormously useful and thus dog eared Grant Wiggins President Authentic Education Hopewell NJ That version of the 6-8 standards you wish you had Don't spend another minute poring over the standards Jim Burke has already done the hard work for you with this road

Learning and Personality William K. Lawrence, 2015-09-04 How does an introverted student with a visual or auditory learning preference find success in a classroom built for extroverted kinesthetic learners While student discussion in the classroom is invaluable it also presents an issue for many students not only in how they feel in the class setting but in how they ultimately learn Given the emerging understanding of differing personality types and learning preference it is questionable whether all students are served by socially active methods that mandate students to speak Learning and Personality documents how introverted and intrapersonal students are being subjected to uncomfortable situations in schools today This book focuses on the classroom experience of students who have been identified as learning best through reflection and observation The author uses an American college writing class as the setting to explore the in depth experience of common first year students The results of this primary qualitative study reveal a glaring conflict within mainstream educational theory With more than five years of research and over one hundred references cited from sources that span two centuries this book calls attention to

a mass misunderstanding of introversion as well as the effects of instructional methods that appeal to only one type of personality *Tep Vol 28-N1* Teacher Education and Practice,2015-05-01 Teacher Education and Practice a peer refereed journal is dedicated to the encouragement and the dissemination of research and scholarship related to professional education The journal is concerned in the broadest sense with teacher preparation practice and policy issues related to the teaching profession as well as being concerned with learning in the school setting The journal also serves as a forum for the exchange of diverse ideas and points of view within these purposes As a forum the journal offers a public space in which to critically examine current discourse and practice as well as engage in generative dialogue Alternative forms of inquiry and representation are invited and authors from a variety of backgrounds and diverse perspectives are encouraged to contribute Teacher Education Practice is published by Rowman Littlefield **The Common Core Companion: The Standards**

Decoded, Grades 9-12 Jim Burke,2013-08-23 I love what Jim Burke has done to make the Standards less threatening and more useful for teachers In particular the indicators for what students and teachers should be doing given the Standard are extremely helpful as are such a clear glossary and illuminating examples All in all The Common Core Companion is bound to be enormously useful and thus dog eared Grant Wiggins President Authentic Education Hopewell NJ That version of the 9 12 standards you wish you hadIf you re a high school teacher no need to despair Jim Burke has created a Common Core Companion for you too Thi **The Common Core Companion: Booster Lessons, Grades 3-5** Leslie Blauman,2015-07-14 Skill building through potent instruction day by day In these much anticipated sequels to The Common Core Companion Janiel Wagstaff and Leslie Blauman provide a collection of connected lessons and formative writing assessments that bring Monday to Friday clarity to the task of integrating reading and writing with ELA standards In each volume the 50 lessons are divided into fi ve week long learning sequences addressing key literacygoals A best practice glossary If Then charts unit planning calendars and other tools round out these essential references both in book and online Follow each sequence and week by week you ll build the instructional potency to help students achieve a year s worth of growth as you integrate Writing Narratives with Identifying Sensory Words in Text Research with Identifying Topic and Details Opinion Writing with Close Reading for Text Evidence Comparing and Contrasting with Publishing Using Digital Tools Informative Writing with Use of Text Features **Common Core for the Not-So-Common Learner, Grades 6-12** Andrea Honigsfeld,Maria G.

Dove,2013-07-30 New hope for our students who struggle most Under the best of circumstances meeting the Common Core can be a challenge But if you re a teacher of academically and linguistically diverse students and who isn t these days then that challenge may sometimes feel more like a fantasy Finally here are two expert educators who are brave enough knowledgeable enough and grounded enough to tackle this issue Armed with this resource s advice tools and strategies you ll Better understand the 32 ELA anchor standards Learn more about the specific skills uncommon learners need to master them Discover new research based teaching strategies aligned to each standard

Whats The Big Idea Question Driven Units To Motivate Reading Writing And Thinking Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has are more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Whats The Big Idea Question Driven Units To Motivate Reading Writing And Thinking**," published by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we shall delve to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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