

all are

T₁ E₁ A₁ C₃ H₄ E₁ R₁ S₁

all are

L₁ E₁ A₁ R₁ N₁ E₁ R₁ S₁

Building Background Knowledge of
Adolescent Literacy

Goals and Meeting Outline

* Today's Goals

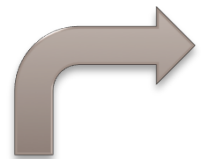
- * Take part in a Common Study of our Anchor Text
- * Utilize “close reading” technique and annotate the anchor text using three techniques

- * Underline major points

Underline

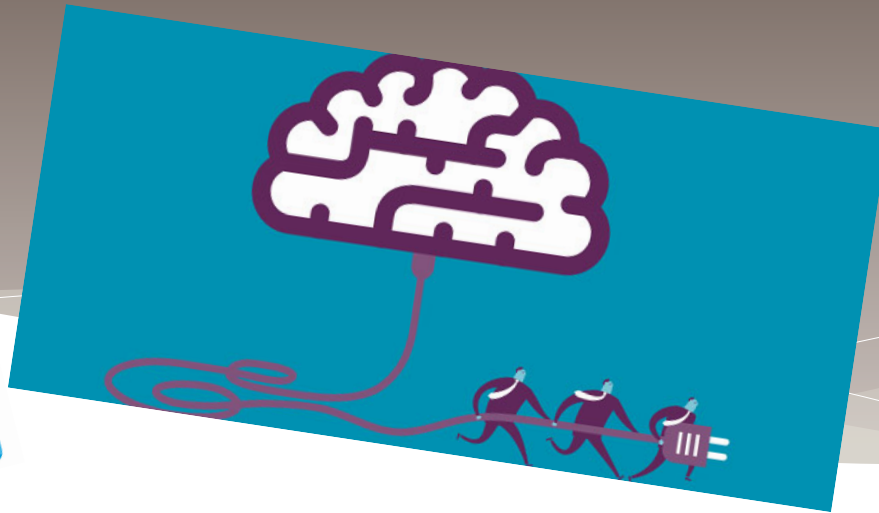
- * ?-question the author/text and record in margins

- * Draw arrow record in margins when connections are made

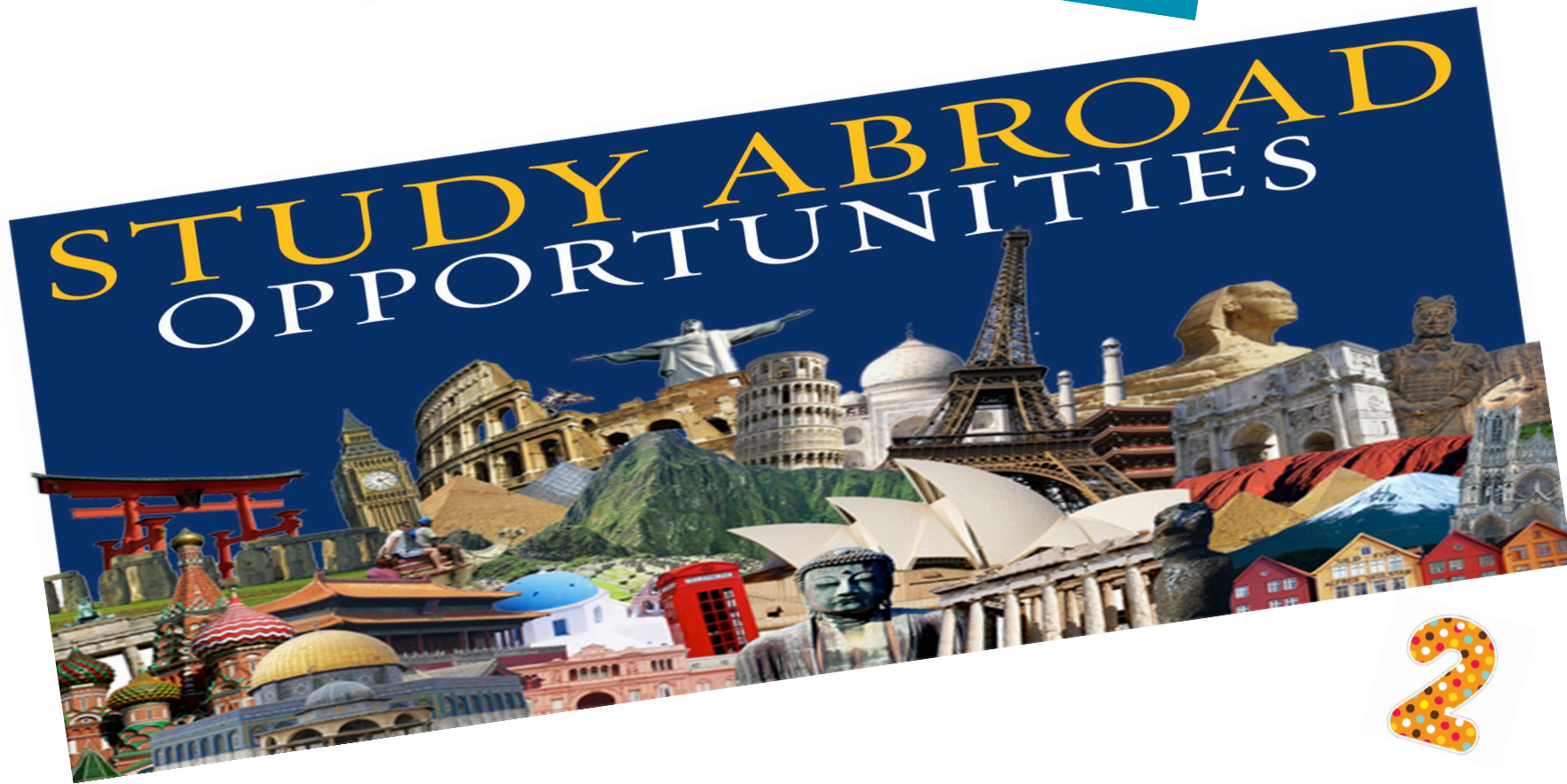


* Outline of Meeting

- * What we are doing today
- * Purpose of today's work



STUDY ABROAD OPPORTUNITIES

A vibrant collage of various world landmarks and cultural symbols. In the center, the Eiffel Tower stands prominently. To its left is the Sphinx, and further left is the Colosseum. Above the Eiffel Tower is the Christ the Redeemer statue. To the right of the Eiffel Tower is the Sphinx. Below the Eiffel Tower is the Sydney Opera House. In the bottom left corner, there is a red telephone booth and a large Buddha statue. The background is a deep blue, and the text 'STUDY ABROAD OPPORTUNITIES' is written in a large, yellow, serif font across the top. A large, stylized number '2' with a colorful polka-dot pattern is located in the bottom right corner.

STUDY

- * Time to Study our Topic of Adolescent Reading and the challenges of complex text with below grade level readers.
- * Anchor Text-Too Dumb for Complex Text by Mark Bauerlein of Emory University
- * <https://bbnn.wikispaces.com/file/detail/Too+Dumb+for+Complex+Texts%EF%80%A5+.pdf>
- * Or
- * <https://www.yumpu.com/en/document/view/41030492/too-dumb-for-complex-texts-pdf-cresskill-public-schools>



Mark Bauerlein earned his doctorate in English at UCLA in 1988. He has taught at Emory since 1989, with a two-and-a-half year break in 2003-05 to serve as the Director, Office of Research and Analysis, at the National Endowment for the Arts. Apart from his scholarly work, he publishes in popular periodicals such as *The Wall Street Journal*, *The Weekly Standard*, *The Washington Post*, *TLS*, and *Chronicle of Higher Education*. His latest book, *The Dumbest Generation: How the Digital Age Stupefies Young Americans and Jeopardizes Our Future; Or, Don't Trust Anyone Under 30* (www.dumbestgeneration.com), was published in May 2008.

Selected Publications:

- *Negrophobia: A Race Riot in Atlanta, 1906* (Encounter Books, 2001)
- *Literary Criticism: An Autopsy* (University of Pennsylvania Press, 1997)
- *The Pragmatic Mind: Explorations in the Psychology of Belief* (Duke University Press, 1997)
- *Whitman and the American Idiom* (Louisiana State University Press, 1991)
- *Civil Rights Chronicle: The African American Struggle for Freedom*, with Clayborne Carson, Myrtle Evers-Williams, Todd Steven Burroughs, Ella Forbes, and Jim Haskins (Publications International, Ltd., 2003)
- *A Handbook of Literary Terms*, with Dana Gioia and X. J. Kennedy (Longman, 2004)

STUDY

* Time to Read

* Close Reading Activity 1

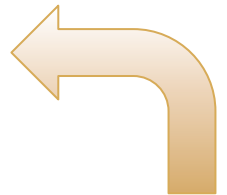
- * Read for the “gist”

- * Underline major points within the text Underline

- * Use a question mark (?) for questions that you have during the reading. Be sure to write the question in the margins of the text beside the question mark.



- * Draw an arrow when you make a connection to something inside the text or to an idea or experience outside the text. Briefly note your connections.



Brain Breaks

The image features a 3D rendering of a human brain, showing its complex, folded surface. Overlaid on the brain is the text "Brain Breaks" in a large, bold, yellow, 3D sans-serif font. The letters have a slight shadow and are positioned such that they appear to be floating in front of the brain. A semi-transparent, circular play button icon is centered over the brain, partially obscured by the text. The entire composition is set against a plain white background, which is framed by a thin grey border. The overall style is clean and modern, suggesting a video or presentation related to brain health or cognitive breaks.

DISCUSS

- * You will now count off from 1-3 and break off in your focus groups.
- * Group 1-Major Points
- * Group 2-Questions
- * Group 3-Connections

Discuss

- *Community Discussion

- *“What, So What, Now What”

Closing

- * Now What

- * Discuss Session 2 Agenda
- * Establish Session 2 Groups by Readings
- * Establish next steps and goals based on what the community would like to know and would like to put into place

Conclusion and Evaluations

- * Please fill out the evaluation at the following link