ACE™

Module 1: Attacking Reading & Writing Across Content Areas

Ace My Academics: The Way to Excel in School™

www.acemyacademics.com

Matthew G. Mandelbaum, PhD, MSEd, MA
matthew.mandelbaum@gmail.com

All original information © 2011-14 Matthew G. Mandelbaum

PsySoEd Dynamics, LLC

Matthew Mandelbaum PhD, MSEd, MA (Educator. Social Entrepreneur)

Through a variety of venues, Dr. Mandelbaum provides strategy, consulting, outreach, marketing, instruction, research and development, and social entrepreneurship services to the psychological and educational fields. He works on micro- and macro-levels to solve complex problems with integrated solutions across domains that help children, adolescents, adults, and institutions achieve.

Dr. Mandelbaum has a PhD in Educational Psychology from Fordham University, an MSEd in Childhood General and Special Education from Bank Street College of education, an MA Scholar in Psychology from the New York University and a BA in Economics with a minor in History of Art from the University of Pennsylvania, graduating Magna Cum Laude as a Benjamin Franklin Scholar. Other educational experiences include the Art Students League of New York and being part of the first cohort of the Linehan Institute's Dialectical Behavioral Therapy Team-Building Intensive Training. Dr. Mandelbaum has worked with students of all ages in a range of settings. From pre-kindergarten to graduate school, in public, private, parochial, after-school, and tutoring environments, Dr. Mandelbaum has gained a systemic understanding of academic development. He believes in educating the whole person, blending academic, social, and emotional constructs so that students grow with wisdom, consciousness, resilience, and joy.

His Principal roles include: Adjunct Assistant Professor at Fordham University's Psychological and Educational Services; Director of Outreach at Robert Louis Stevenson School; DBT Skills Trainer at the Washington Square Institute and Managing Partner, PsySoEd Dynamics, LLC.

matthew.mandelbaum@gmail.com

Let's Face It, School Is Hard!

There are so many things to keep track of, and you are never really sure of what is expected of you. The human brain cannot keep track of everything that is being thrown its way. But, it is always trying to make sense of the world, trying to pay attention to what is important, and respond appropriately.

When you are in school, your teachers and texts are trying to get messages across to you. Sometimes they may be clear, but other times they seem like mysterious puzzles.

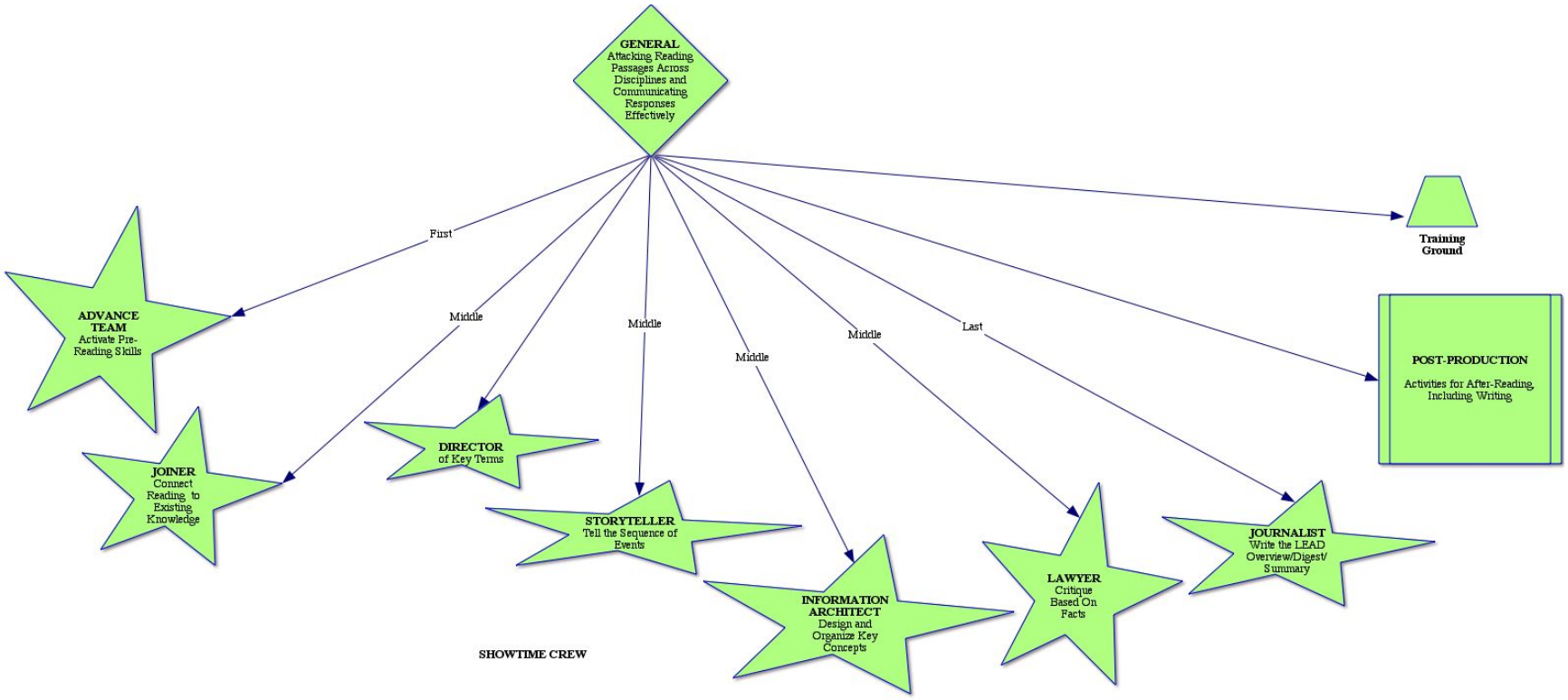
How often are you spending a considerable amount of time trying to understand what is being communicated and how to respond?
What if you could reduce that time, understand information better, and respond effectively? What if you learned some tricks or codes that enabled you to learn information deeper, get good grades, and be more time-efficient?
You can teach your brain to do that.

The ACE program teaches these tricks and allows you to always capture excellence. We take the best of the best from education and psychology to let you succeed at academic tasks you experience every day.
You are smart. We can help make you more effective, which will reduce academic pressure and allow you to enjoy learning.

The First Module

In our first module, Attacking Reading and Writing Across Content Areas, we teach you to become an active hunter of information. We train you to become a general while reading, who leads a team of specialists in your quest for understanding. Each team member has a role and together they make understanding topics much more manageable.
These pages offer the blueprints for the module, which you need to study and utilize while you read.

Without a doubt, you will have initial gains with this strategic program. If you invest the time and continue to practice, the long-term gains will be dramatic. More over, you can use this information in the classroom to respond to discussion or written assignments, the latter of which will be the next module in development.



The team consists of a General, the Advance Team, the ShowTime Crew (the Joiner, the Director of Key Terms, the Storyteller, the Information Architect, the Lawyer, and the Journalist) the Post-Production Unit, and the Training Ground.

The key concept is to turn reading and writing into a narrative process with a beginning, middle, and end, where the process is broken down into tasks that can be remembered through a character-based system.

GENERAL

The General (Coach) coordinates the activities of the other team members, deciding how the members should work, while keeping in mind the goal and the purposes of the reading. She's the voice inside your head that keeps you on track. Use Self-Regulation Strategies of Planning, Monitoring, Controlling, and Evaluating along the way. See the General's Planning Sheet and use it while you work.

Working with the members of the team, the General also engages in self-regulation strategies and actively monitors performance on the meta-perspective, asking questions while the process is going on in order to make improvements and increase efficiencies. The General needs to know how to use the teammates best and how to manage the operation. With practice, you will increase your skill set with each team member and with entire team.

The General's Active Learning Sheet

Planning	
•When will I start working?	Today after school
•Where will I work?	At the Kitchen Table I Will work for 1 hour taking a break every 15 minutes for 5 minutes
•How will I work?	
•What do I need to know or do to get this done?	Reading and writing strategies ACE
•What does the teacher want me to do?	Write a persuasive paragraph about the growth of the central character
•What do I want to learn?	How to understand a narrative
Monitoring	
•Am I accomplishing what I hoped to?	It can be hard to map on to a narrative with a new story
•Am I being distracted?	no no
•Is this taking more time than I thought?	yes, because I am using skills
•Am I understanding everything I need to understand?	
Controlling	
•I don't think I'm getting this: What should I do differently?	Re-read the plan. Focus on narrative structure and character development make notes about the character as I read. Maybe reread
•What can I do to keep on task?	get curious think about how good I will feel when it is over
•How can I encourage myself to get this done?	
Evaluating	
•Did I accomplish everything I had hoped to?	
•Did I do well? Did I do poorly? Why?	
•What worked? What didn't work?	
•What should I do differently next time?	

Planning cycles to Monitoring to Controlling to Evaluating back to Planning
(Adapted from Zusho, 2009)

ADVANCED TEAM

Reading begins with the Advance Team, which happens before you even begin to read.

All leaders find out about where they are going before they get there by sending out scouts. We do the same thing in reading. Pre-reading is critical for doing a good job with text. With the Advance Team, you prepare your mind for battle.

There are four Scouts in the Advance Team:
Motivation Scout: Joy, who gets you excited to do the task.
Purpose Scout: Aimee, who tells you what to do.
Prior Knowledge Scout: Sage, who links the reading to what you already know.
Text Structure Scout: Ruth, who shows you the organization of the text.
You utilize these four scouts to form a plan to attack the reading.

Why is the Advance Team Helpful?

- Motivating yourself to read activates your attention. You can trick yourself to care and you will be able to learn better.
- Figuring out the purpose of reading and knowing the expectations of how the reading relates to your coursework prepares you to read because it gives you direction.
- When you activate prior knowledge, you are preparing your mind to associate what you know with what you will read, which makes learning faster and better.
- Knowing the text structure before you read, prepares your mind to look for the facts that lie within the text. Why waste time while reading figuring out what is going on with structure, where you can know it beforehand? Knowing text-structure gives you a roadmap for finding information.

In the end you should have a clear sense of your goals while reading. Spending time with the Advance Team is no waste of time! Putting in effort early on pays off in the long run.

Sources: Motivation: John Guthrie, U of Maryland; Prior Knowledge: Daniel Willingham, U of Virginia, Text Structure: Joanna Williams, Columbia University
Compilation: MG Mandelbaum

MOTIVATION SCOUT – Joy

Even if you are feeling ho-hum about the task, you can trick your brain into getting interested, which will help your focus and attention while you read. Activating motivation should be done first to prepare for the reading task. It sets the tone for the other tasks.

To activate motivation:

1) Consciously get curious. *What will be uncovered here? What's the mystery?*
2) Get ready for the challenge. *How will my ideas be challenged?*
3) Garner your love of learning and reading. Get that good book feeling. Think *Fascination!*
4) Get excited to take on a task where you will be successful!
5) Remind yourself: *There's something here that I don't know. I want to figure it out. I'll feel good when I do.*
6) Think of something you are curious about. This does not have to be the assigned topic. Ask yourself questions like: *I wonder why…* or *I wonder how …* Continue to ask these questions and feel your curiosity rise. As you do, switch to the assigned topic and feel yourself have more energy to start the assignment.

PURPOSE SCOUT-Aimee

With Aimee, the Purpose Scout, you want to know "What's the Point of All of This?"

What is the Purpose of the assigned reading?
What am I supposed to do with this reading in response?
Where can I get clues? Class? Teacher? Reading itself?
Be Goal Oriented. The goal should be concrete.

PRIOR KNOWLEDGE SCOUT-Sage

Activating background knowledge allows you to connect ideas you already know to ones you read. It prepares your mind to accept new ideas. By doing so you can attack the reading and make connections easier, which will let you learn faster and more deeply.

To activate background knowledge:

1) Think: *What do I know about this topic? Have I experienced the topic in some way? Have I read about the topic before?*
2) *Where can I get clues? My life? Academic knowledge? The text?*
3) Spend some time thinking about all you already know. Perhaps up to 2 minutes. You will be paid back for it while reading.

When handling narrative texts, consider themes in literature. See the attached lists. Search through the texts, examining front and back covers, or ask your instructor what theme will be present. Then consider other texts that you have read that have similar themes and activate prior knowledge that way as well. Also consider how you have experienced the theme using the steps outlined above.

Finding THE MEssage: Grasping Themes in Literature

By Angela Bunyi on *February 18, 2011*
http://www.scholastic.com/

Common Themes in Books

You will find that many books include a theme, or lesson, that is revealed as you read the story. Below are common themes you will find in your books.

Acceptance	These books have characters who respect & accept others' differences and beliefs.
Courage	These books have brave characters who have the strength to overcome a fear or accept a risk.
Perseverance	These books have characters who never give up even when facing difficult times.
Cooperation	These books have characters who work together to solve a problem or achieve a goal.
Compassion	These books have characters who want to make those who are suffering feel better.
Honesty	These books have characters who find that it is best to always tell the truth.
Kindness	These books have friendly characters who are generous and considerate of others.
Loyalty	These books have characters who trust each other and never turn their backs on their friends.

Consider how the themes can be the opposite of the one's presented here, i.e. dishonesty or disloyalty.

This is a story about compassion

TEXT STRUCTURE SCOUT-Ruth

Every text you read has a certain text-structure.

If you read before knowing the text structure, you have to figure it out on the fly while getting the facts, which is challenging.

<u>When you know the structure beforehand, you can focus primarily on the facts.</u>

This lessens the burden of reading and allows you to go deeper into the content. While you can be trained to skim the text to learn text structure, here we will provide you the structure so that you can study it before reading
Ask yourself:

- What is the structure of the text? How can I be prepared and use what I know about text structure to anticipate how the information will be presented?
- Is this Narrative or Expository? If Narrative, then think story grammar. If expository, is it chronological sequence, comparison/contrast, description, point of view, problem/solution, process/cause and effect?
- Look at signal words and think what graphic organizers can be activated. Match text to graphic organizer on text structure.

Look through these graphic organizers to learn about Text Structure.

Simplified Version of Story Map

- Who is in the story?
- Where does the story take place?
- When does it happen?
- What is it about?
- How does it turn out?

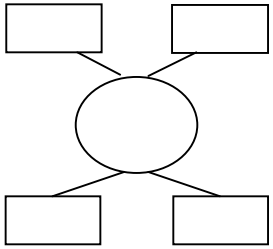
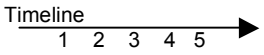
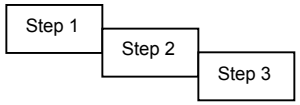
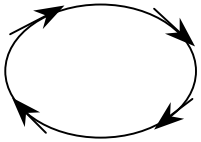
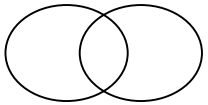
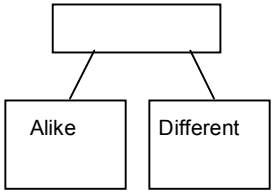
General Story Map

- Setting:
- When:
- Where:
- Characters:
- Initiating event:
- Problem/Goal:
- Major Events: Resolution: Theme/Main Idea:

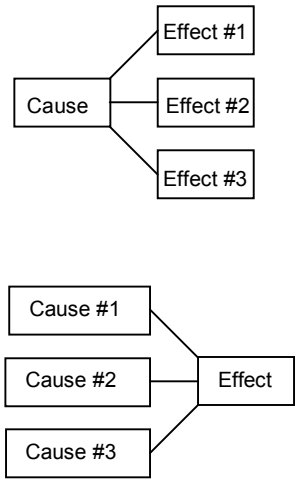
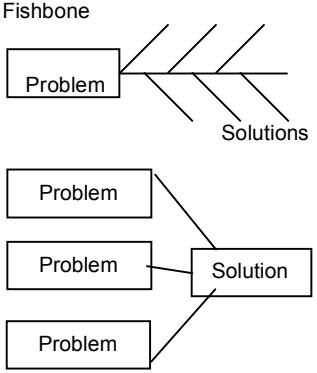
PSSA Reading Standards

I Will follow narrative structure

Text Structures

Structure	Definition	Signal Words	Graphic Organizers	Summary Questions	Paragraph Frames
Description	The author explains a topic, idea, person, place, or thing by listing characteristics, features, and examples. Focus is on one thing and its components.	For example Characteristics are Such as Looks like Consists of For instance Most important *Look for topic word (or synonym) to be repeated throughout the text.	Concept Map 	What specific person, place, thing, event, or concept is being described? How is the topic described? (How does it work? What does it do? What does it look like? Etc.) What are the most important attributes or characteristics? How can the topic be classified? (For example, a robin can be classified as a type of bird.)	A _____ is a type of _____. It is made up of _____ and looks like _____. Some _____ have _____ such as _____. For example, _____. _____ has several characteristics. One characteristic is _____. Another is ___, which is important because _____.
Sequence	The author lists items or events in numerical or chronological order. Describes the order of events or how to do or make something.	First, second, third Next Then, after Before, prior to Not long after While, meanwhile Simultaneously At the same time Following Finally At last In the end On (date) At (time) Directions	Timeline  Steps/Directions  Cycle/Circle 	What sequence of events is being described? What are the major events or incidents that occur? What are the steps, directions, or procedures to follow? (What must be done first, second, etc.?) What is the beginning event? What other events or steps are included? What is the final outcome, event, or step?	Here is how a _____ is made. First, _____. Next, _____. Then, _____. Finally, _____. On (date) _____ happened. Prior to that _____ was _____. Then _____. After that _____. In the end, _____.
Compare and Contrast	The author explains how two or more things are alike and/or how they are different.	Differs from Similar to In contrast Alike Same as As well as On the other hand Both Either , or Not only, but also Yet, although, but, However On the other hand * Also look for "-est" words: best, fewest, tallest, etc.	Venn Diagram  T-Chart  	What items are being compared? What is it about them that is being compared? What characteristics of items form the basis of the comparison? What characteristics do they have in common; how are these items alike? In what way are these items different?	_____ and _____ are alike in several ways. Both _____ and _____ have similar _____. Both also _____ as well as _____. On the other hand, one way they differ is _____. Another difference is _____. Although they share _____, only ____ is the _____-est.

*All five text structures are tested on Kansas Reading Assessment

Structure	Description	Signal Words	Graphic Organizers	Summary Questions	Paragraph Frames
Cause and Effect	The author lists one or more causes or events and the resulting consequences or effects. Effect = What happened? Cause = What made it happen? Purpose is to explain why or how something happened, exists, or works. *Often there will be an "if/then" pattern	Reasons why Reasons for If…then As a result of Therefore Because of So Since In order to Leads or leads to Effects of Caused by Result Outcome Impact Influenced by Brought about by		What happened? Why did it happen? What was the reason for…? What was the effect(s) of the event? What happened as a result of….? What were the results or outcomes caused by the event? In what ways did prior event(s) cause or influence the main event? Will this result always happen from these causes?	The reason why _____ happened was because of _____. If _____ hadn't happened, then _____. Due to _____ occurring, _____. This explains why _____. The cause of _____is not easy to define. Some people think the cause is _____. Others believe the main cause is _____. Understanding the cause of _____ is important because _____. The effects of _____ are significant because _____. One effect of _____ is _____. Another result is _____. Because of these outcomes, it important that _____.
Problem and Solution	The author states a problem and lists one or more possible solutions to the problem. May also include the pros and cons for the solutions.	Problem is… Dilemma is… Puzzle is… Solved Question Answer Because Since This led to The main difficulty One possible solution is… One challenge… Therefore, This led to, so that If…then, thus	Fishbone 	What is the problem(s)? Who had the problem? What is causing the problem? Why is this a problem? What is wrong and how can it be taken care of? What solutions are recommended or attempted? What can be improved, changed, fixed, or remedied? What are the pros and cons of the solutions offered?	_____ had/is a problem because _____. One possible solution is _____. This answer is good because _____. Therefore, _____. As a result, _____. The problem of _____ really boils down to the issue of _____. In the past, the common solution was to_____. However, this was only effective in terms of _____. There are now other solutions that might work. One option would be to _____.

Copyright 2006 Nancy Fetzer

Narrative Text Organization

Author's

Point of View:
The standpoint from which the story is told.

Part of Action: 1st — I, We

Omniscient or Outside Observer: 3rd — He, She, They

Tone:
Author's attitude toward the subject.

- Informal
- Formal
- Sarcastic
- Humorous
- Serious
- Playful
- Bitter
- Loving

Introduction

The author develops a believable world in which the settings and characters come alive, so the reader is involved and connected.

Setting:

Character:

Setting and Character Development Tools:

Conflict

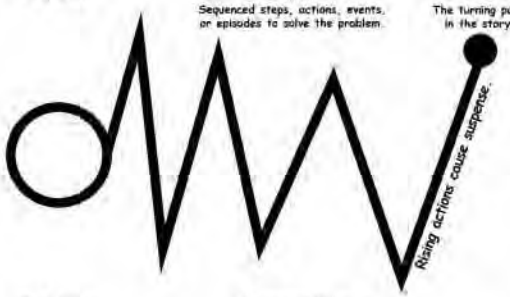
The struggle between the protagonist and another character or force:

Inciting Event:
Introduces the conflict/problem that the protagonist needs to solve.

Conflict:

- Self
- Others
- Nature
- Technology

Goal



Motives:
An explanation for the character's actions.

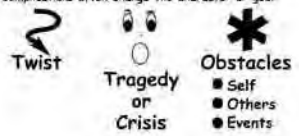
Types:

- Emotional
- Ulterior
- Past Events
- Traits

Plot

Sequenced steps, actions, events, or episodes to solve the problem.

Complications:
Complications often change the character or goal.



- Self
- Others
- Events

Climax

The turning point in the story.

Resolution

Resolution or Outcome:
The results of the protagonist's actions and how they affected or changed him/her.

Results or Effects:

- Successful or Unsuccessful
- Punishment or Reward
- Victory or Defeat
- Enlightenment or No Change

Theme or Moral

Theme:
Universal ideas that cross over time and culture. For example: love, hate, perseverance, determination.

Moral:
A lesson learned from the story. For example: What comes around, goes around.

Narrative Text Organization

I will follow the narrative structure

FINAL ADVANCE TEAM PLAN

Formulate a Plan of Attack: Build Expectations, Make Predictions, and Work with Purpose to Achieve Goals.

In doing so, you are hunting for information, while reading.

In the end you should have a clear sense of your goals while reading.

You should:

- Be motivated
- Know your purpose
- Have a connection to the reading
- Know the structure

Spending time with the Advance Team is no waste of time! Putting in effort early on pays off in the long run.

Use this graphic organizer to help formulate the plan:

Final Advance Team Plan

Name: Matthew Mandelbaum
5/1/14

Date:

Assignment Title: Understanding Squeaky
5/2

Assignment Due Date:

Fill out and check off the following:

☒ I am curious about this reading. I have gotten myself excited to do it.

☒ The purpose of this assignment is to: _____

Write a persuasive paragraph about the main character's development

I will achieve the purpose by using the following characters from the *Show Time Crew*: Storm, Derek, Justice, and Franklin

In *Post-Production*, I will have to: _____

Write a persuasive paragraph about how the character grows.

☒ I have activated my prior knowledge to make connections to this reading. Some of the topics that I have in mind include: _____

Running, siblings, feeling small, being good at something

☒ The text structure for this passage is: _____

narrative

Looking at the text structure graphic organizers, I know that in this reading I will have to do the following: _____

narrative structure

☒ I am prepared to read now.

Copyright 2012 Matthew G. Mandelbaum

THE SHOWTIME CREW

The Showtime Crew consists of players you will use while reading; you select the ones you need based on your plan.

Joiner – Thatcher helps you Connect Reading to Existing Knowledge
Director of Key Terms – Derek helps you Keep Track of Vocabulary
Storyteller – Storm tells the Sequence of Events
Information Architect – Archie helps you Design and Organize Key Concepts
Lawyer – Justice helps you Critique the work Based on Facts
Journalist – Franklin helps you write the Summary

JOINER – Thatcher

Why have a Joiner (Thatcher)?
Making connections while you read helps strengthen learning, because your ideas in your mind work best when they fit together like links on a chain.
Making associations is the name of the game for making these links.
To activate the process, try making analogies that are vivid, concrete and relatable.

<u>Connect Reading to Existing Knowledge</u>

You began to do this with Sage, the Prior Knowledge Scout during pre-reading. Continue as you read.

- Use the *Reminds me of* … technique:
- While you read, think and record, how does this information relate to what I know about myself, other things I have read, and the world around me?
- Make Analogies

Use Text-to-Text, Text-to-Self and Text-to-World Connections

DIRECTOR-Derek

The Director helps you manage all of the terms you learn about in your text.
For narrative texts, the focus is generally on character.
For expository texts, the focus is generally on concepts.
The Key Terms
I. Entities – Who/What are they?
II. Actions – What is happening?/What are the entities doing?
History can often take a narrative perspective.
The character and term charts guide you as you read and allow you to store key information that can be used in written and oral responses or for review purposes for tests or quizzes.
You should also connect the Director to the Joiner to see if the entities or actions remind you of other things you know.

JOINER
Make Connections Between
The Text and Other Texts, Your Self, and the World Around you

Text/Page	Text/Page

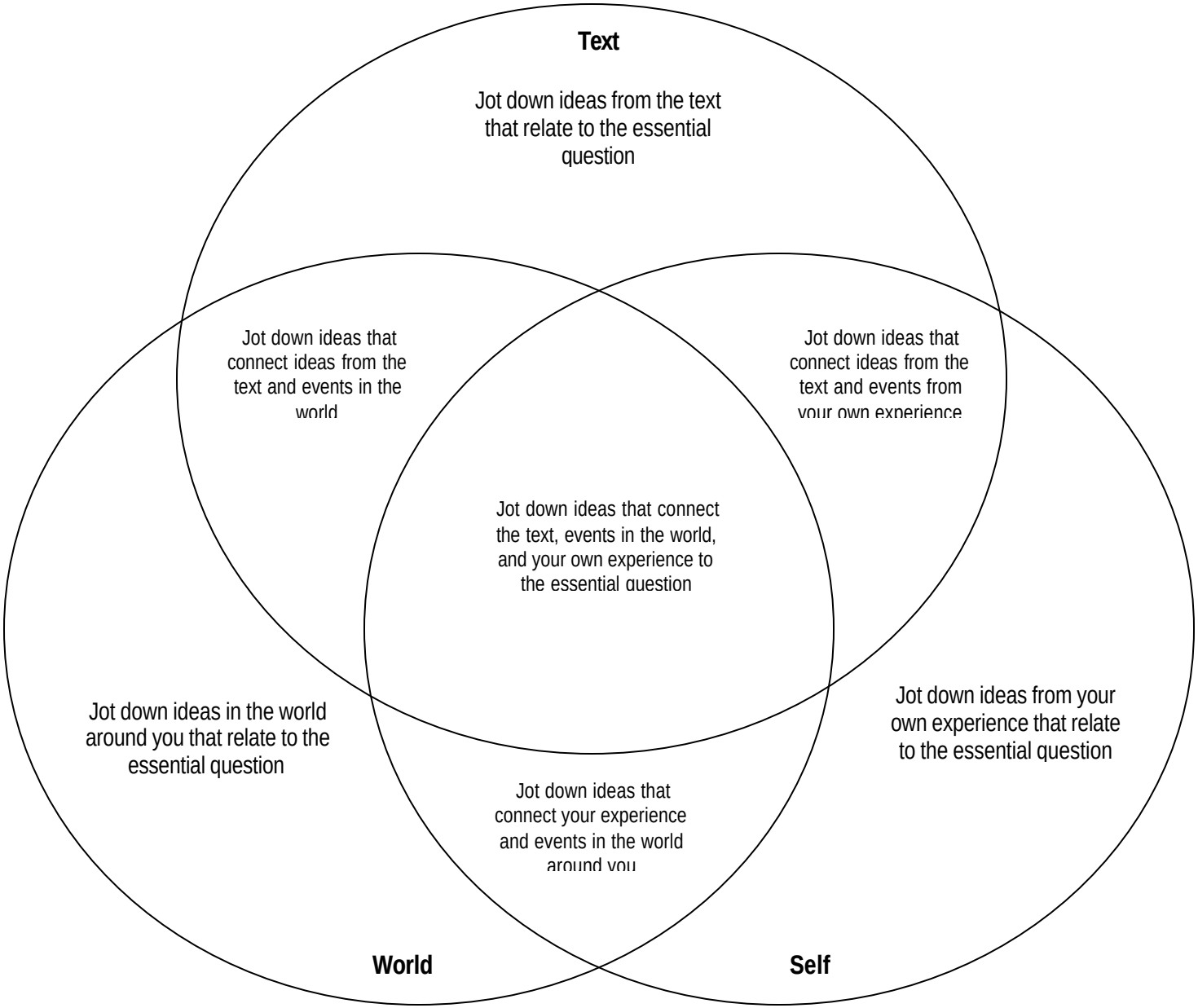
Text/Page	Self

Text/Page	World

Name: _____ Period: _____

Essential Question: _____

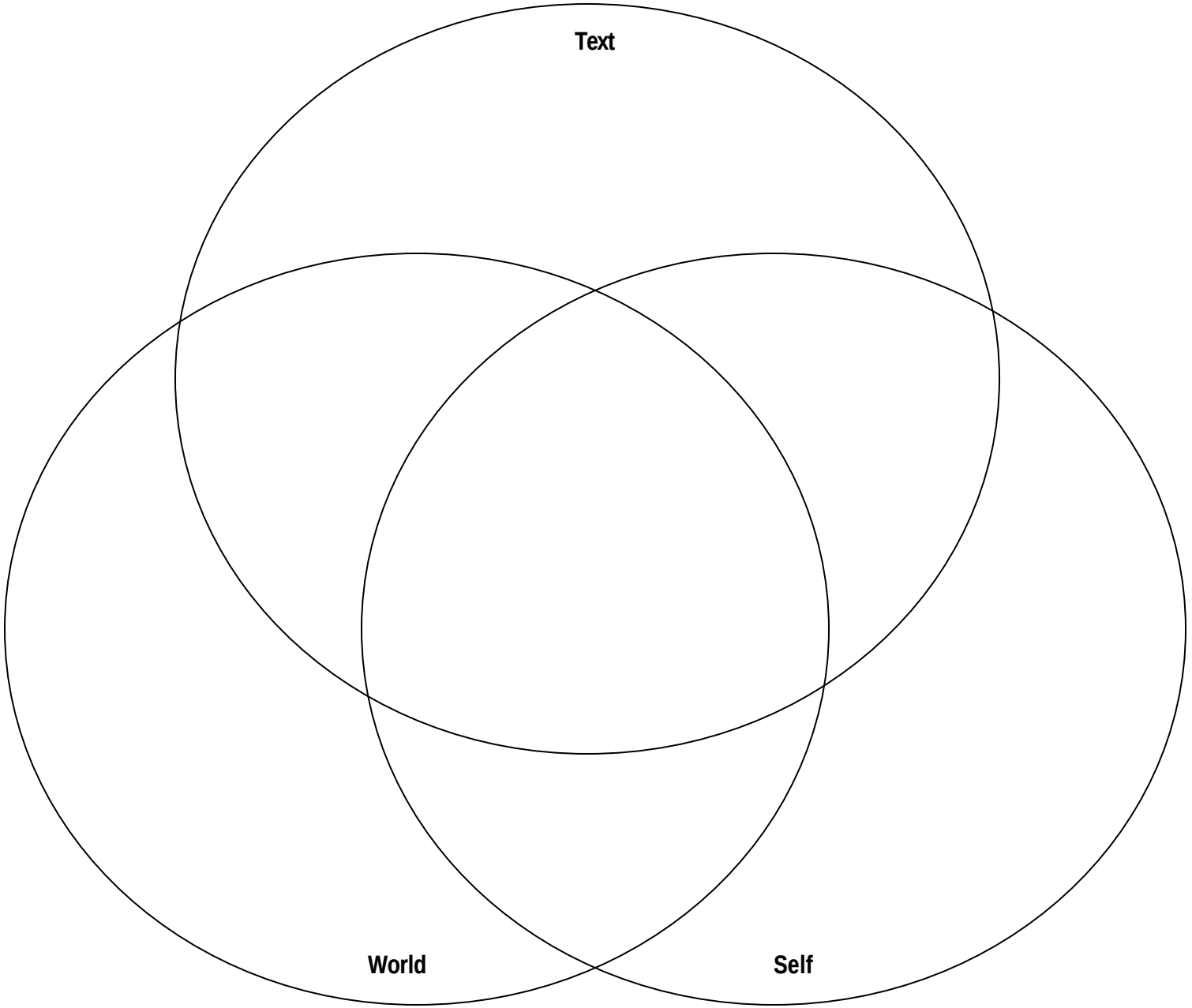
TEXT CONNECTIONS Connections to Other Texts:



Name: _____ Period: _____

Essential Question: _____

TEXT CONNECTIONS Connections to Other Texts:



Name: _____ Period: _____

Essential Question: _____

TEXT CONNECTIONS

Directions: Use the chart below to make text-to-self, text-to-world, and world-to-self connections to the essential question

Text	
Self	
World	
Text-to-Self	
Text-to-World	
World-to-Self	
Text-Self-World	

Name: _____ **Date:**_____

Character Chart

Character: Squeaky Hazel Elizabeth Deborah Parker

Appearance

Evidence	Source	Own Words
little girl with skinny arms and a squeaky voice	1	short thin and high-pitched voice

Actions

Evidence	Source	Own Words
Defense with Mary Louise	3	supportive of brother
Running scene history of track successes	5 1	Fast runner
Defends Ray	1	Strong

Motivations

Evidence	Source	Own Words
Raymond	1	Protective instinct
Pride with father	1	Family values
34th street	1	Practices what she is good at

Feelings

Evidence	Source	Own Words
Winning the Race Connection to Gretchen	6	Proud
Raymond and the Gutter Being his mom	1 3	Responsible
Raymond's Run	5	Supportive

Sayings

Evidence	Source	Own Words

Relationships to Other Characters

Relationship/Quality/Evidence	Source	Own words
Brother Raymond see above		
Mary Louise disappointment stood up her	2	Has chip on shoulder with other characters until the end
Gretchen connects with her for racing	6	

©2014 Matthew G. Mandelbaum

Name: _____ **Date:**_____

Term Chart

Term: _____

Sources: T = Text, OT = Other Text, S = Self, W = World. Include page numbers.

Text: _____

Other Text 1: _____

Other Text 2: _____

Other Text 3: _____

World 1: _____

World 2: _____

World 3: _____

Definition	Source	Own Words
1.		
2.		
3.		

Similar to (Like)	Source	Own Words
1.		
2.		
3.		

Dissimilar to (Unlike)	Source	Own Words
1.		
2.		
3.		

Examples	Source	Own Words
1.		
2.		
3.		
4.		
5.		
6.		

©2014 Matthew G. Mandelbaum

STORYTELLER – Storm

Why is storytelling important? Our life is made up of stories.
When you can put what you read into story grammar, it is easier to remember.
Being able to sequence what you know when you read is a good indication of comprehension and is often looked at in school.

Story format may mean merely knowing the beginning, middle and end of a process to knowing in detail how things are sequenced.

Use specific graphic organizers depending on the nature of the text.
Sometimes things go in a cycle, other times they go in a chain.
In narratives, the characters are often on a journey through certain events.

Tell the Sequence of Events:

1) Think: What is the Narrative Process?

2) Order text as a whole or in sections if necessary into

Beginning Middle, and End.

3) Actively make the process into a story.

4) Think: Can you use story grammar, story structure, or sequential graphic organizers?

One framework that can be helpful for narrative texts is the 4 C's, Willingham's approach to understanding a story. (Willingham, 2009)

Causality	Why do certain actions take place in the text?
Conflict	The main character is trying to reach a goal but an obstacle gets in the way.
Complications	The subproblems that happen as the main character seeks the goal and deals with the obstacle.
Character	In good stories you learn about the characters through actions. The author shows you instead of telling you.

An alternative framework for describing conflict is
(MacOn, Bewell & Vogt, 1991)

Someone	Wanted/Because	But	So
Who? (Character)	What did they want to do? Why did they want to do it?	Did they get it or not? If not, then move on. If yes, what was the resolution.	So what did they do next? Try again, move on, give up?

Narrative Text Organizer (Based on Fetzer, 2006)

Text & Author: Raymond's Run Toni Cade Bambara

Author's Point of View: First Person

Tone: Serious

Introduction:

Setting (Time/Place): May Day New York City

Characters: Squeaky Raymond Mary Louis Rosie, Mr. Parker, Gretchen P. Lewis

Conflict (Protagonist vs. Antagonist): Squeaky needs to take care of Raymond and prepare for the May Day Races

Inciting Event: Walking to the May Day Races, people make fun of Raymond

Goal & Motives: To win the race for her own self-respect. To take care of Raymond and have others see how great he is

Plot and Complications:

1) She has to take care or Raymond and prepare for the race
x

2) People make fun of him and pressure her
x

3) There is a new runner in town Gretchen P. Lewis who runs against her
x

4) The race ensues
x

5) Raymond runs in the race too
x
xx

Continue as necessary.

x Squeaky wins the race

Climax:

Resolution (Including Falling Action/Denoument):

Squeaky realizes that Raymond is a good runner and wants to train him. Wants Gretchen to work with
x
him too. Seems less harsh towards others . Feels connected to Gretchen in a natural way.

Theme: Compassion towards others
ss

Moral: Everyone has strengths that can be celebrated. Be open to them.

This form can be used for fiction- and non-fiction based narratives.

©2014 Matthew G. Mandelbaum

INFORMATION ARCHITECT – Archie

The Information Architect uses the power of graphic organizers to understand the text.
Research has shown that graphic organizers can be helpful in improving comprehension.
This is because they give you a framework for understanding information so that you can connect it to other information you already know.

The Text-structure Scout in the Advance Team provides graphic organizers for understanding the text in preparation for reading. The graphic organizers with the Information Architect can either expand on these while you read, or allow you to focus on specific concepts that might be assigned or of interest.

Design and Organize Key Concepts with a Diagram or Sketch

What is the model that is being described? How does it relate to the text structure? How do the Key Terms relate to each other?

Can I make or use a Graphic Organizer? How does the graphic organizer compare to my pre-reading analysis of text structure?

LAWYER – Justice

The Lawyer argues points about the reading and helps you come across as someone who can take a position and defend it.

Critique Based On Facts

Use Evidence to build your case/opinion and perhaps build cases for different perspectives depending on the reading.

What Can You Say About This Reading?

Write brief notes with page numbers from the text to use in discussion or writing.

Be persuasive.

Feel impassioned about your case as you hunt for evidence.
It is critical that you back up your opinions with facts including page numbers and that you be as persuasive as possible.
You can see how the Lawyer would draw upon the Director, Storyteller, and Information Architect when building the case.

LAWYER'S JOTTER

Name: _____ Date: _____

Topic: Squeaky

Argument: Squeaky is a strong character who softens her tone toward others when Raymond runs.

Opinion	Evidence (including source)
Responsible for defending him and uses a harsh, but strong tone d d d	hitting page 1 mother page 3
Opinion	Evidence (including source)
Responsible for winning and showing pride In a tough manner dd d d d	History of race winning page 1 2
Opinion	Evidence (including source)
When Raymond shows that he can run, she feels compelled to help him and feels that others will want to too which softens her tone	Comments about Raymond and Gretchen 5, 6

Counterargument: _____

Opinion	Evidence (including source)
Opinion	Evidence (including source)
Opinion	Evidence (including source)

Pros of Argument: _____

Cons of Argument _____

Pros of Counterargument: _____

Cons of Counterargument: _____

©2014 Matthew G. Mandelbaum

JOURNALIST – Franklin

Once you have finished the reading, you are ready for the Journalist. You create an effective summary.
Before you write a response in Post-Production, know your point:
What is this reading about?
Why is it important?

Like in a newspaper article, lead with the biggest idea.
An Effective Overview Is 3 Sentences Long
1) Lead Sentence – Tells the most important summary information about the reading. Answers 5 W's concisely.
2) Second Sentence – A brief expansion of the Lead.
3) Final sentence – Gives a brief summary of some of the examples from the reading that provide evidence for the lead.

Write in a focused, simple, clear structure that gets you right back into your thought processes when you need to respond. You won't be able to remember all the information that poured through your head while you read.

The overview becomes your mental bookmark for regaining your understanding.

The Journalist allows you to participate actively in discussion or in written responses.

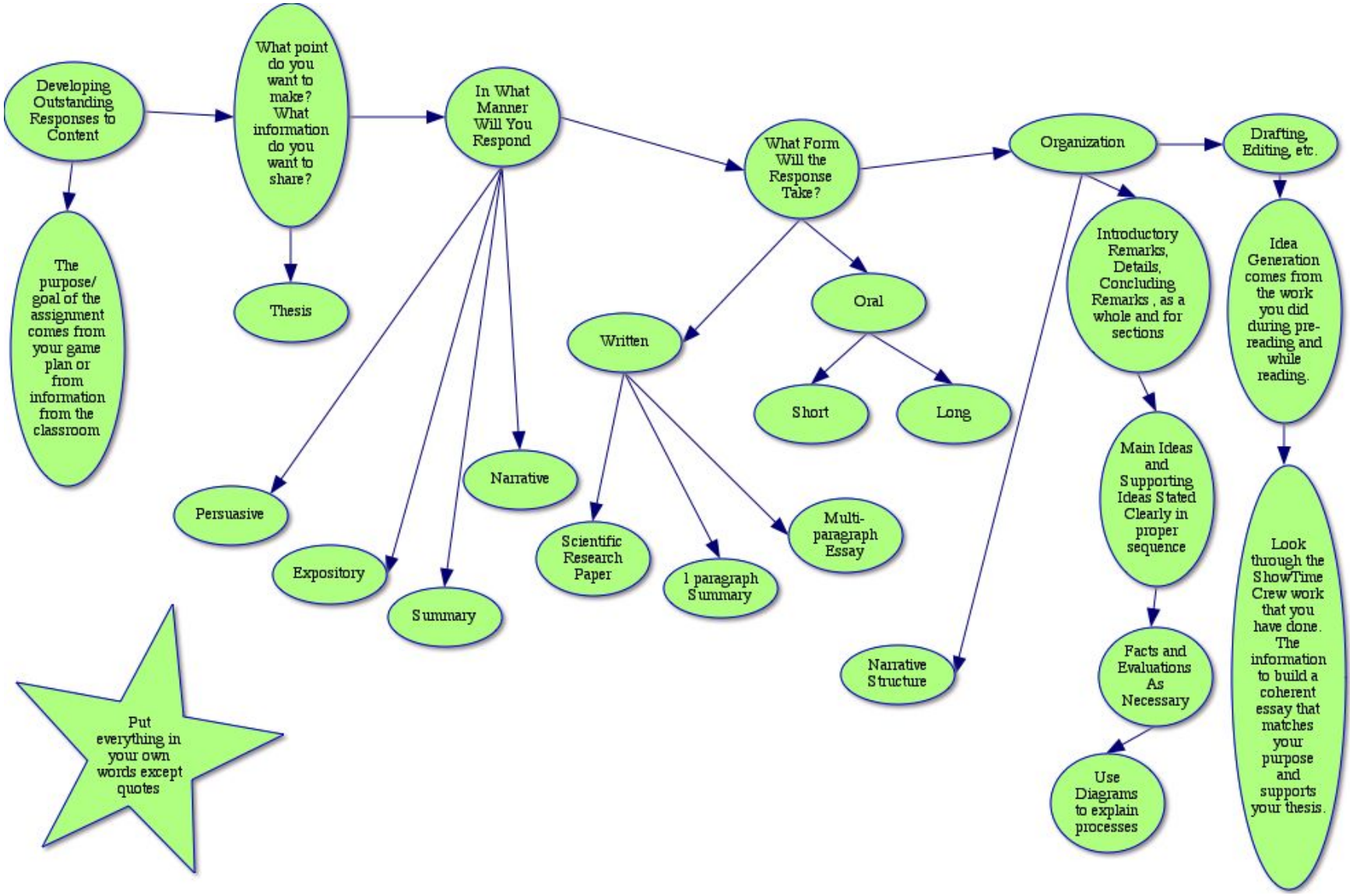
Squeaky, a young, talented runner must care for her older brother Raymond who disabilities. She overcomes her need to be guarded about her abilities and her brother's needs when she wins the May Day races as expected and learns that Raymond has running talents in his own right. She has a new outlook about others and sees the compassion that some could possess and finds a connection to Gretchen, a new friend.

POST-PRODUCTION (After Reading)-Sweet William's Group

Once you have finished reading and have used members of the team to organize your information. It is time to produce.

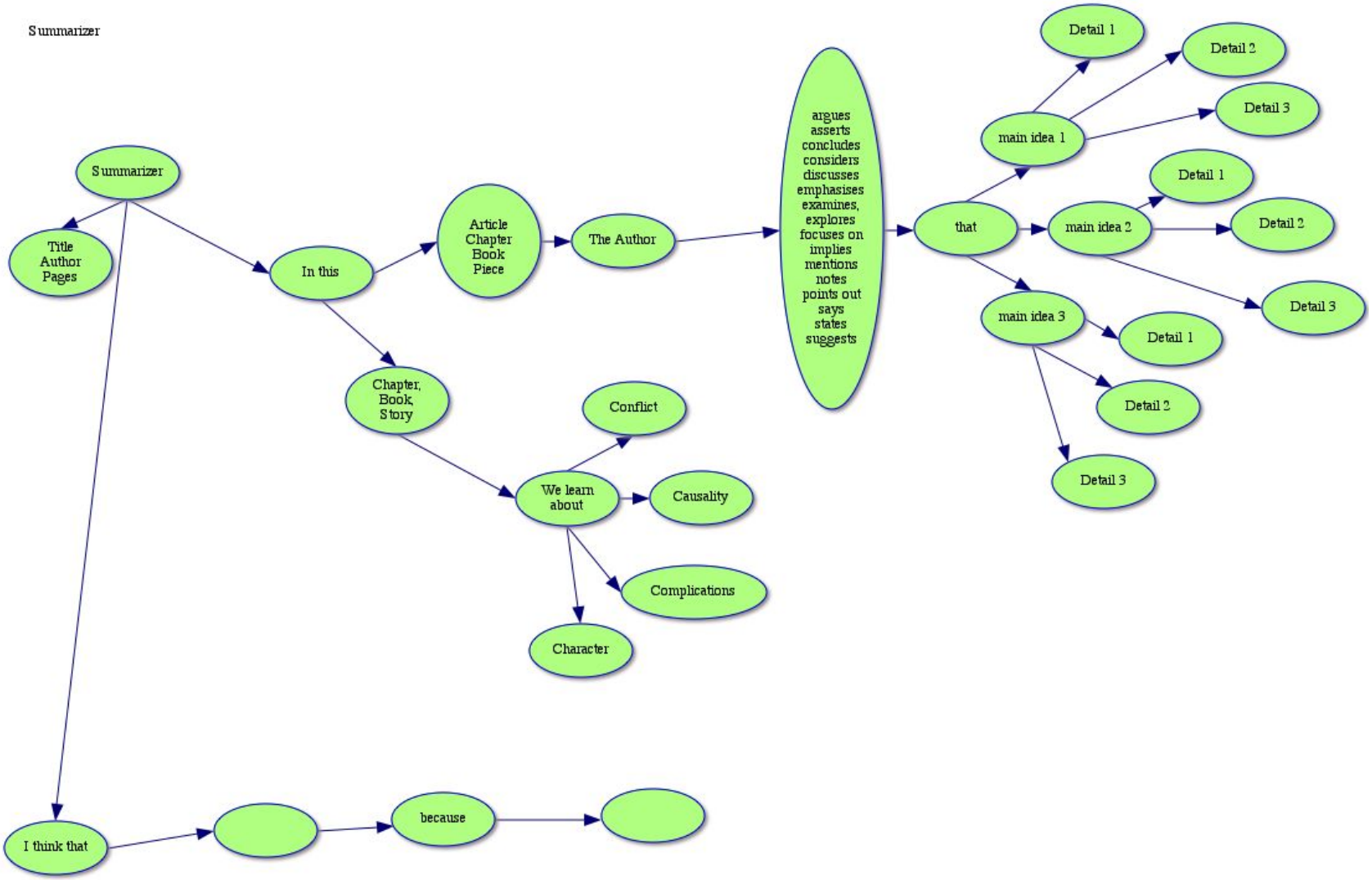
What will you do with the information? Aimee, the Purpose Scout will help guide the way. Use members of the ShowTime Crew to piece together a meaningful response.

There are specific guidelines that you can follow to assure you do well with every response. Certain themes come up in writing mechanics or oral presentations each and every time. If you adhere to the rules, you will do well.



© 2014 Matthew G. Mandelbaum

Summarizer

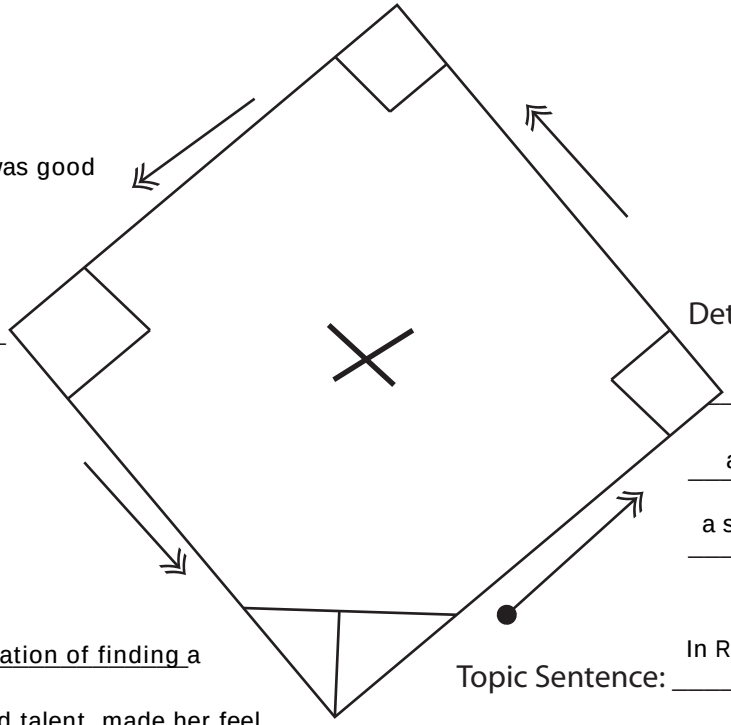


Copyright 2012
Matthew G.
Mandelbaum

Copyright 2011 Matthew G. Mandelbaum

Detail 2: A talented runner, she had to defend her abilities on the track and on the street because everyone would challenge her.

Detail 3: During the Races, she saw that Raymond was good at running too and that her classmate Gretchen had the same passion for running that she did.



Detail 1: Hazel, also known as Squeaky, was responsible for caring for her older brother and would defend him from other people's abuses in a stern tone.

Concluding Sentence: The combination of finding a friend and realizing that Raymond had talent, made her feel relieved and happy for the possibilities of what lay ahead.

Topic Sentence: In Raymond's Run, Hazel Elizabeth Deborah Parker softens her fierce attitude towards others when she wins the May Day race and realizes that her older disabled brother is a solid runner, too.

copyright 2011 matthew g. mandelbaum

Motivate your reader to believe in what you have written.
Let her be open to your ideas by writing logically.
Sequence your ideas so the reader approaches your thinking with an open mind.
Let the reader comprehend your ideas by making a good road map in your writing.
Back up your statements with facts so that they seem sound.
Lead the reader around the diamonds like a roadmaped journey where a strong opening that is well thought out and that prepares the reader with your point of view is satisfied with supportive information throughout and is completed with a dynamic conclusion that summarizes your points and leaves the reader with further information to think about.

Let the structure of the writing be the framework on which to hang your ideas. Let the structure be so strong and so logical that your ideas become more approachable, becasue there is nothing standing in the way of your reader's ability to think critically about your ideas.

Readers do not like to be confused when they read. Following a coherent structure allows you to partner with your reader and say to her now that we have this common language of coherence, let me show you what I am thinking.

Being able to get you points across is the purpose of sound writing.
Thinking about the dyamics of an excersise is helpful.

The race is on you are out of the gate.

Body Paragraphs

Each body paragraph gives you an opportunity to further drive home your thesis by making points about sub-topics and supporting them with details.

Put the sub-topics in an order that best supports your overall goal of getting your point accross well.

In each body paragraph, the topic sentence, introduce the topic in an manner that expands what you described in the introductory paragraph.

Each detail sentence that follows adds support to your sub-topic, as you write keep in mind the overall topic. With each sentence you are trying to add credibility to what you set out to describe in your thesis. Avoid extraneous details.

In the concluding sentence, summarize your points and tie them to the thesis.

Detail 2: _____

Detail 3: _____

Detail 1: _____

Concluding Sentence: _____

Topic Sentence: _____

Body 2

Detail 2: _____

Detail 3: _____

Detail 1: _____

Concluding Sentence: _____

Topic Sentence: _____

Body 3

Detail 2:

Detail 3:

Detail 1:

Concluding Sentence:

Topic Sentence:

Body 1

In the concluding paragraph, restate your thesis, review your key points you have made in the essay and conclude with a statement that either summarizes your point of view or better yet leaves the reader with something to think about.

Conclusion

Detail 2: _____

Detail 3: _____

Detail 1: _____

Concluding Sentence: _____

Topic Sentence: _____

Introduction

Detail 2: Introduce a general statement about the point of your essay that you want to expand upon in body 2. Or further develop your idea from the introductory statement to generate interest. You should begin to focus you statements if you choose this approach.

Detail 3: _Introduce a general statement about the point in your essay that you want to expand upon in body 3. Or continue to focus your idea to generate interest.

Detail 1: Introduce a general statement about thepoint of your essay that you want to expand upon in body 1. Or expand more about the introductory statement to generate more intreest.

Concluding Sentence: Genearate a thesis statement that will be supported by your body pargraphs. The preceeeding three details should have led the reader to this point logically and prepared the reader to delve into the rest of the essay to understand your perspective.

Topic Sentence: One sentence to intoduce the overall topic and get the reader hooked into your essay.

Introduction

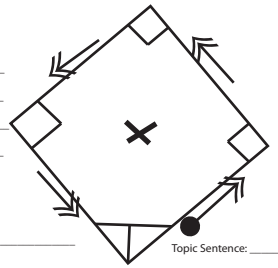
The purpose of this paragraph is to excite the reader and prepare her to follow your train of thought. There should be a reasonable progression.

Use a hook to generate excitement with a goal of moving towards a thesis statement for your concluding sentence that will motivate your reader to follow through the rest of your essay. Either introduce the other subtopics in the detail sentences or begin to narrow your focus as you expand on your hook. The thesis generates you driving point for your essay. Either you mention your subpoints prior to the thesis or within the thesis. Order the points to match your points in the body paragraph.

Detail 2: _____

Detail 3: _____

Detail 1: _____



Concluding Sentence: _____

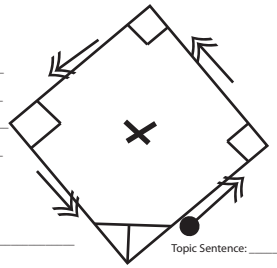
Topic Sentence: _____

Body 2

Detail 2: _____

Detail 3: _____

Detail 1: _____



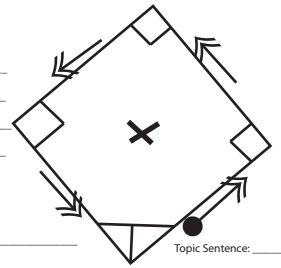
Concluding Sentence: _____

Topic Sentence: _____

Detail 2: _____

Detail 3: _____

Detail 1: _____

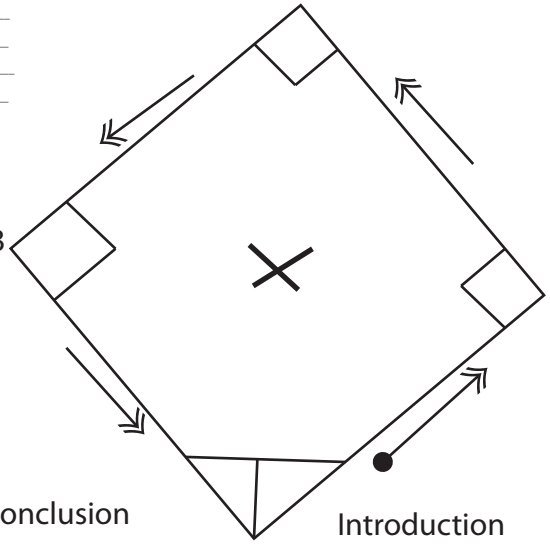


Concluding Sentence: _____

Topic Sentence: _____

Body 3

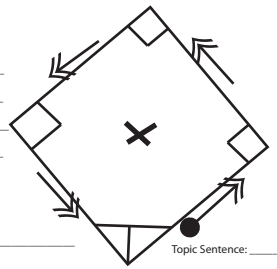
Body 1



Detail 2: _____

Detail 3: _____

Detail 1: _____



Concluding Sentence: _____

Topic Sentence: _____

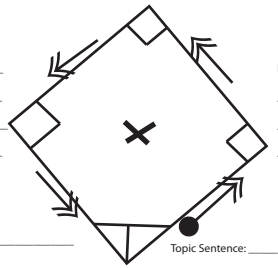
Conclusion

Introduction

Detail 2: _____

Detail 3: _____

Detail 1: _____



Concluding Sentence: _____

Topic Sentence: _____

copyright 2011 matthew g. mandelbaum

Detail 2: _____

_____

_____

_____

Detail 3: _____

_____

_____

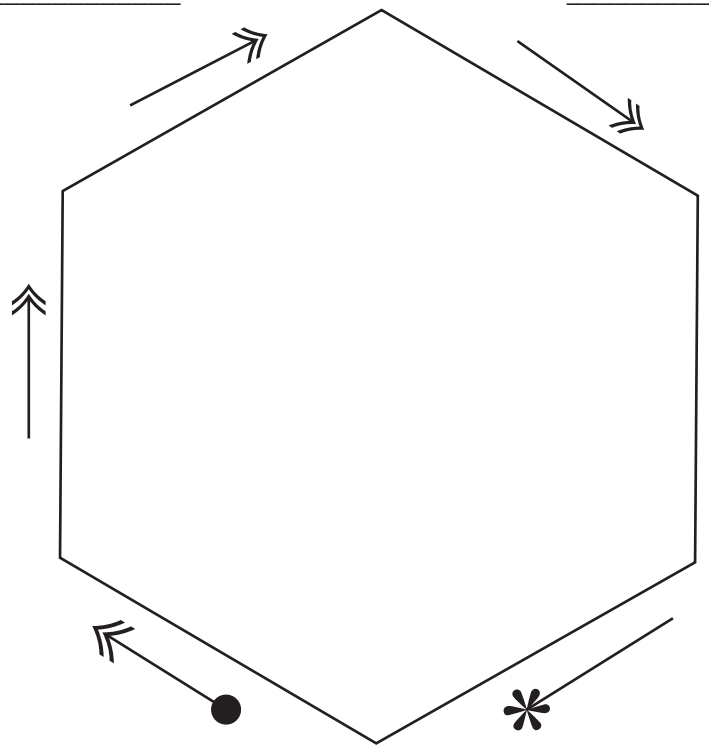
_____

Detail 1: _____

_____

_____

_____



Detail 4: _____

_____

_____

_____

_____

_____

Topic Sentence: _____

_____

_____

_____

Concluding Sentence: _____

_____

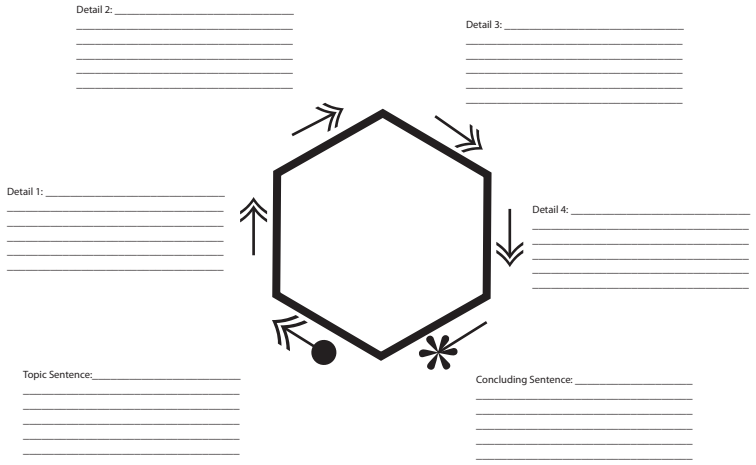
_____

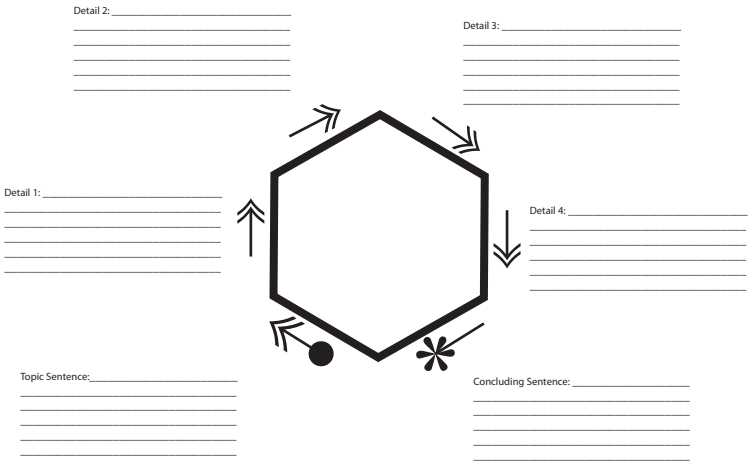
_____

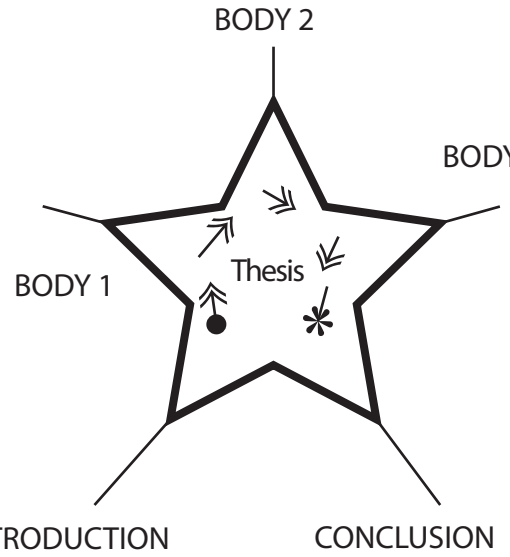
Copyright 2011 Matthew G. Mandelbaum

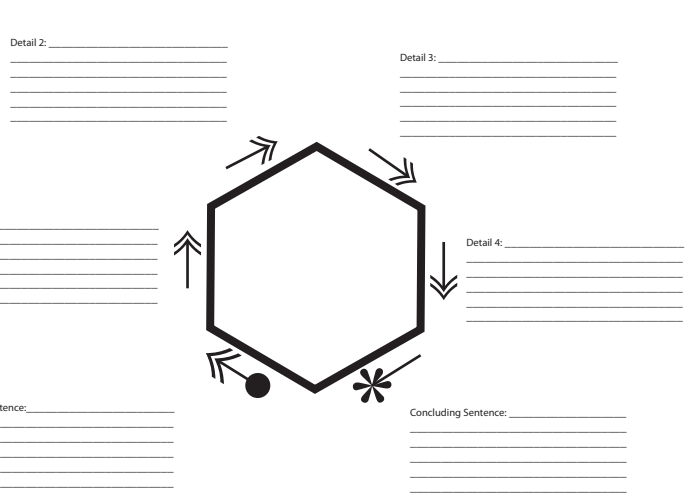
HoneyComb Writing
Fortified with Star Power
Strong & Sweet,
Direct Easy to digest
Full of Energy
The Structure that lets you be effective

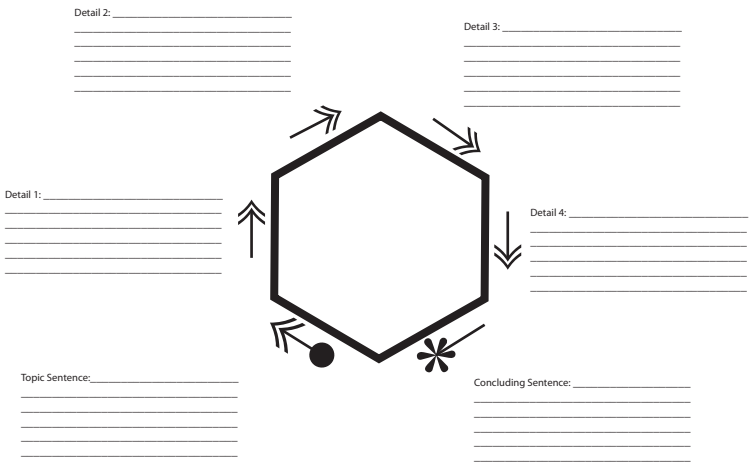
Copyright 2011 Matthew G. Mandelbaum

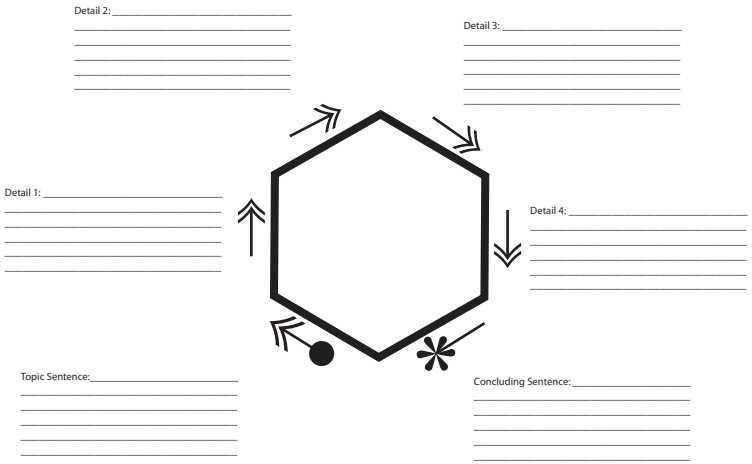


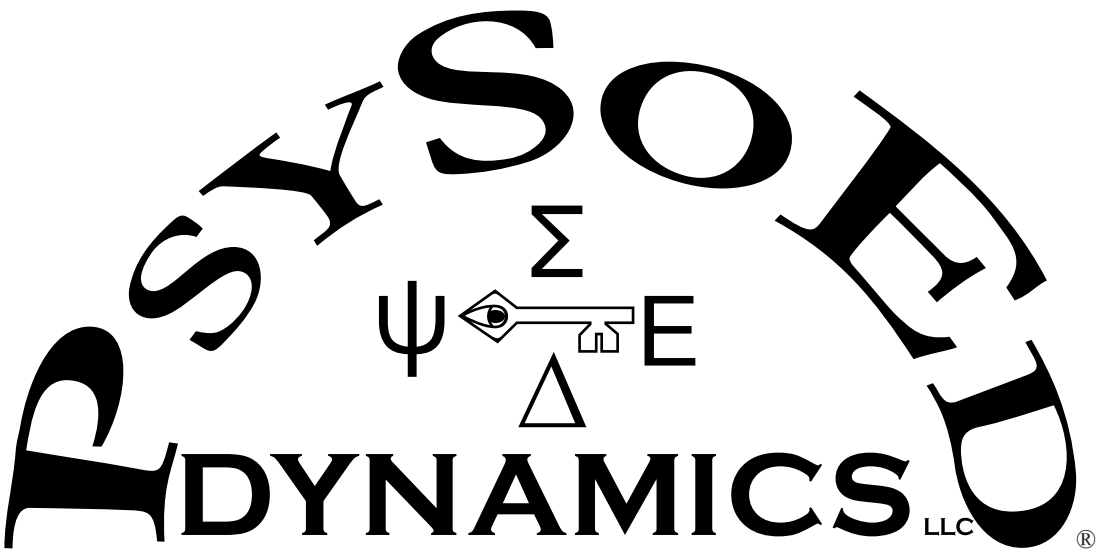











PSYSOED
Σ
ψ
E
Δ
DYNAMICS
LLC
®