

SLIDE MC2-1 NOTES

Welcome to the Making the Connections Technology Integration Modules, designed to help language arts teachers integrate technology into their lesson plans. This is Module Two. As a reminder, there are three components: Slides, Slide Notes, and Handouts (each handout is numbered to coincide with the slide it connects to -- e.g., handout MC:24:A goes with Slide MC2-4). We suggest you print them out and place them in a binder of some sort (e.g., a 3-ring binder). As you do so, place the slide on the left hand-facing page and the Slide Notes on the right-hand facing page, so that both can be viewed at the same time. We also suggest that the handouts be laid alongside the binder as you read each module, because we will be referring to them as we go along. When completed, you can return the handouts to their rightful place in the binder.

SLIDE MC2-2 NOTES

As with Module One, this second module was designed to build upon the information from the previous module but also can stand alone as an independent information source. As you recall, the first module introduced you to a number of concepts and provided three technologies, the Internet, word processing, and PowerPoint. In this module, you will be introduced to scanning and shown how to prepare for your students to build their own Web site, either independently or as a small group or class. We will also be focusing on writing.

The objectives for this module include developing knowledge of:

1. technology standards for middle and high school students.
2. various aspects of media literacy.
3. lesson plans written by Texas secondary language arts teachers.
4. the prewriting stage and writing strategies that can be used by students.
5. the writing TEKS.
6. scaffolding techniques for writing instruction.
7. graphics.
8. scanning text and graphics for later use.
9. how to access the Internet for self-edification and professional development.

SLIDE MC2-3 NOTES

Hopefully you remember "SCT&Me," which stands for "Students, Curriculum, Technology, and Me (the teacher -- you)." As we mentioned last time, all four components of the framework work together as technology is successfully integrated into mini-lessons. The purpose of the framework is to identify the key components of technology integration and to provide a frame of reference as you proceed through each module.

SLIDE MC2-4 NOTES

The first component of the framework involves the students. As you know better than anyone, you are faced with a diverse student body, and the characteristics they display on a day-to-day basis make teaching them both a challenge and a thrill (in the way that a roller coaster ride is a thrill, perhaps).

Look at **Handout MC2-4:A**. This handout provides technology standards that appear on TEA's Web site. Recall that in Module One we provided standards for first-year teachers. These standards are for students and are separated according to middle school and high school grade clusters. How can you use these standards as you prepare your technology-integrated lesson plans? How do these standards compare to those for first-year teachers (and veteran teachers)? And, finally, how do the standards compare with the TEKS? Take a few minutes to consider these questions.

Now we want to explore aspects of media literacy. We are indebted to the San Mateo County Office of Education for allowing us to use their work for this module and for sharing their expertise with Texas teachers. The remaining handouts in this section were designed to give students basic understanding of media and its impact on language arts instruction. **Handout MC2-4:B** examines the impact of audience on a project. By defining and then inventing an audience for a media product, students learn about the ways media products are shaped by their audience. By defining their own audience, students are better able to communicate their message effectively. The activity found in **Handout MC2-4:C** helps students develop a clearer picture of the purpose of their project, who their audience is, and what they want to communicate to that audience.

Handout MC2-4:D provides a description and comparison of various media, which are intended to help students choose the medium that will best showcase their project. Which medium they use will be influenced by what they are trying to do.

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Handout MC2-4:A
Handout MC2-4:B
Handout MC2-4:C
Handout MC2-4:D

SLIDE MC2-4 NOTES (cont.)

Media allow for effective use of interviews as a means of gathering information. By examining the conscious construction of an interview in the activity found in **Handout MC2-4:E**, students can select and conduct interviews for the purposes of their project and critically evaluate the interviews they see in other forums.

Now look at **Handout MC2-4:F**. By looking critically at the ways organizations represent themselves in various multimedia products, students will better understand the ways media are used to shape audience impressions. **Handout MC2-4:G** allows students to closely examine images and audience reactions, then hypothesize about how and why images can be powerful.

We now shift our attention to responsible Internet use (see **Handout MC2-4:H**). After exploring and discussing various ethical issues, students create a checklist for themselves (and others) to use when publishing on the Web. This will come in handy later in our modules, when we provide information about how the students can create their own Web sites to display their work. For now, this is valuable information that they can consider as they search the Internet and see examples of responsible, and irresponsible, uses of the Internet.

Part of responsible use of the Internet is getting the proper releases. This is the topic of **Handout MC2-4:I**. As students collect material for their projects, they may need releases or special permission for published material, images, or recordings of people. This information is important for students to consider early in their planning. You may find the releases at the end of the handout especially helpful.

In the final handout in this section (**Handout MC2-4:J**), students examine three different styles of writing to gain a better understanding of how text is tailored to specific purposes. In doing so, students are better equipped to critically analyze the writing they encounter and tailor their own work to their purposes.

Handout MC2-4:E
Handout MC2-4:F
Handout MC2-4:G
Handout MC2-4:H
Handout MC2-4:I
Handout MC2-4:J

SLIDE MC2-5 NOTES

This slide transitions us to the Curriculum component of SCT&Me and re-introduces segments of the lesson plans and mini-lessons that will be presented. We have already admitted that your lesson plans will look somewhat different from ours, which is why we asked you to send us copies of your lesson plans. We will introduce those as they arrive (if they arrive). Until they come in, we will share lesson plans from school districts throughout the state of Texas. Our first stop is San Antonio, and more specifically, Northside Independent School District.

Before we look at the lessons, we want to call your attention to **Handout MC2-5:A**. We are focusing on writing during this module, so we have included the writing TEKS for your examination (recall that we included reading comprehension, vocabulary, and viewing and representing TEKS in Module One). It is helpful for you to be familiar with the TEKS for not only your grade levels but also those preceding and following yours. Thus, you can see what skills your students are supposed to know when they arrive in your classroom and what they will have to learn as they leave your classroom for the next grade. Take a moment to look over the handout. Highlight any TEKS skills that you have found most difficult for your students to grasp. Why do you think they struggle? Thinking back to the adaptations framework we introduced in Module One, do students have the requisite skills to complete tasks that are assigned? If not, how might adaptations be made to assist them? We will discuss scaffolding in the next slide. Perhaps scaffolding will provide some clues for adapting instruction to meet the needs of your struggling writers. For now, let's return to our discussion of technology-integrated lessons that your colleagues in San Antonio have created.

Handout MC2-5:B is a language arts lesson created for Northside ISD's Technology Integration Project (TIP). This lesson has students use word processing in a poetry lesson. In Module One, we discussed word processing and suggested how you can use the Copy-Paste procedure to integrate word processing into your lessons. How does his lesson compare to something you might create for technology integration in

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Handout MC2-5:A
Handout MC2-5:B

SLIDE MC2-5 NOTES (cont.)

your lessons? Keeping the Copy-Paste strategy in mind, is there something you can "borrow" from his lesson?

Handout MC2-5:C provides an example of Internet usage in an exercise to examine cultural issues in what could be an integrated lesson with the social studies teacher. We also discussed using the Internet in Module One. As you recall, the Internet contains a wealth of information (some good, some bad -- the adage "Let the buyer beware" comes to mind) that can be used as students research their topic.

Keeping our lesson plan format (see Slide 5) in mind, you can see how many of the lesson plan components parallel our components, demonstrating what we said in Module One - adapt our format to your use. Looking at this lesson, observe how the Internet is used as a means for students to gather information for African American studies. Are there strategies that you can "borrow" for your own use? If so, feel free to Copy and Paste.

Handout MC2-5:D is used to examine an English II requirement, Saki's *The Storyteller*. A number of technology tools are used in this technology-integrated lesson, including spreadsheets, which will be a technology tool we discuss in Module 3. Look over the lesson and see how your colleagues in San Antonio used technology tools to enhance their students' experiences.

Handout MC2-5:C
Handout MC2-5:D

SLIDE MC2-6 NOTES

Let us return now to the topic of writing instruction. We will be discussing information provided in professional development guide *An Introduction to Writing Instruction for Secondary Students* (The University of Texas Center for Reading and Language Arts, 2003). According to the UTCRLA, students in Texas secondary schools are expected to:

- write in a variety of forms for various audiences and purposes,
- select and use recursive writing processes for self-initiated and assigned writing;
- compose original texts, applying the conventions of written language to communicate clearly;
- apply standard grammar and usage to communicate clearly and effectively in writing;
- use writing as a tool for learning and research;
- evaluate his or her own writing and the writings of others; and
- interact with writers inside and outside the classroom in ways that reflect the practical uses of writing.

When we refer to writing as a "recursive" process, we are talking about the five stages of writing: Prewriting, Drafting, Editing, Revising, and Publishing. In this module, we are going to focus on the Prewriting recursive stage of writing. Later modules will cover the other four stages.

Handout MC2-6:A provides information supplied to the UTCRLA from language arts teachers throughout the state of Texas. This information pertains to strategies they use throughout the recursive process to help their students create interesting and useful written products. Focus on the first stage (Prewriting) for now. Highlight prewriting strategies that you have employed successfully with your students. What additional strategies have you found useful? Add these to the list and share them with your colleagues on the 4e-zine.

As you know, planning is critical to the writing process and occurs during the Prewriting stage. Writers must create a plan that encompasses every aspect of the writing project, including purpose, audience, content, and form. Keep in mind that planning occurs after choosing a topic; plans are

Handout MC2-6:A

SLIDE MC2-6 NOTES (cont.)

continually revisited and revised throughout the writing process; planning includes thinking about purpose, audience, content, and form; and

perhaps most important, there is no one "right way" to plan. But we will offer some planning suggestions that you may or may not have used already. If you have, elaborate on the strategies we provide and let us (and your colleagues) know how they have worked. If you have not, think about what we offer and adapt them for your students.

Usually the first step in the planning process that occurs during the prewriting stage is to select a topic. You may select the topic for the students, but often we leave that decision up to the student or provide parameters that the student uses to select his or her topic. For instance, if we are studying Shakespeare, we might provide the following parameter: "Research the Elizabethan age and select a topic to research and write about."

Handout MC2-6:B provides information about techniques for topic exploration and includes suggestions regarding writing territories, brainstorming, mapping, "interviewing" oneself, and so forth. Look this handout over and think of ways technology (especially the Internet, word processing, and perhaps PowerPoint) could be employed during topic selection. Also take a few minutes to think about three barriers that your students typically face as they select their topics. Jot these down on the handout and note also how you help them overcome those barriers.

Handout MC2-6:C also provides helpful information concerning topic selection. Take a moment to look over the information and highlight any strategies that are new to you and that you would like to learn more about. If you have used the strategies, provide information to your colleagues about successful strategies that you have employed. Your colleagues can then examine your work and use it if they are looking for information on that topic. Complete Part Two after you have finished. What barriers have your students encountered during topic selection? What strategies have you employed to help them overcome those barriers? Remember, feel free to share your successes with your colleagues on the 4e-zine.

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Handout MC2-6:B
Handout MC2-6:C

SLIDE MC2-6 NOTES (cont.)

- discussing characteristics of writing that effectively reaches the intended audience and writing that doesn't; and
- having students record their answers to the three questions above.

Students can think about content during the planning phase using the following questions:

- What do I know about this topic?
- What do I need to know about this topic?
- How can I learn what I need to know?

The think-aloud technique can be used to model these questions. Some activities that strengthen students' ability to plan for content are::

- demonstrating how different prewriting strategies can be used to generate and organize what a student knows;
- conducting a mini-lesson on research techniques; and
- having students record their answers to the three questions shown above.

Look back at **Handout MC2-6:C** to examine ways to help students think about their knowledge of a topic.

Finally, here are some useful questions to help students think about form during the planning phase:

- How should I arrange my ideas in order to achieve my purpose?
- What are the big ideas I want to get across to my audience?
- What do I know that supports these big ideas?

The think-aloud technique can be used to model these questions. The following activities will help students learn to plan for form:

- Show examples of different text structures, and examine the arrangement of ideas within them; and
- Have students record their answers to the three questions shown.

Text structures you can use in these activities include: narrative, compare/contrast, explanation, problem/solution, and thesis/statement.

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Handout MC2-6:C

SLIDE MC2-6 NOTES (cont.)

Encouraging students to think about form is NOT the same as promoting formulas for content. Teachers should be encouraged to teach text structure and the flexible nature of predictable forms without limiting students to formulas such as “the five-paragraph theme.”

Conferencing can help students plan more effectively. The conference should focus on purpose, audience, content, and form and give the writer a forum for receiving feedback on his or her ideas. Here are some final tips for planning conferences:

- Spend class time modeling and scaffolding appropriate conferencing.
- Enlist the support of parents, volunteers, and aides to help so that struggling readers are not left behind.
- Provide students with visual and verbal reminders of their roles until they gain competence.
- Monitor students closely and provide feedback.
- Practice conferencing frequently.
- Confer with struggling readers to identify topics for mini-lessons, and to review their answers to the questions for purpose, audience, content, and form.
- Select student partners carefully. Struggling writers should have partners who provide specific feedback with sensitivity, highlighting one or two points at a time.

Handout MC2-6: D contains more specific information on the roles of the writer and partner during this conference. Students should be able to conference effectively with the teacher in whole class instruction and/or in small group instruction before working in pairs. Conferences may fail if students do not have an agenda for the conference, have not internalized the process, or feel little ownership of the product.

This concludes this section of the module. As we prepare to move on and provide technology-integrated writing lessons to implement, we hope that the information provided here will help you work with your students in the prewriting stage. As we mentioned, later modules will deal with the other four stages of writing.

Handout MC2-6:D

SLIDE MC2-7 NOTES

We mentioned scaffolding in our first module. As you recall, scaffolding focuses on teaching a strategy while building related knowledge and skills. Scaffolding is important because some writers lack the strategies that their more effective peers use without prompting. Some writers need the additional support of scaffolding to develop their strategy use. To integrate scaffolding into your writing instruction, you can follow these steps:

- Establish a motivating environment.
- Assess student needs.
- Select and explain a strategy.
- Build prerequisite knowledge and skills.
- Promote student mastery of the strategy.
- Model the strategy.
- Practice collaboratively to promote internalization.
- Encourage students to apply the strategy independently.
- Assess strategy mastery.
- Teach regulation of strategy use.

Handout MC2-7:A provides information on strategies to use while scaffolding. As you read the handout, highlight the strategies that you can use in your next lesson. Circle the bullets that contain strategies that you are already implementing.

Handout MC2-7:A

SLIDE MC2-8 NOTES

In Module One, we noted that each module would contain information about a particular media category. This module's focus will be on graphics. As you are probably aware, graphics add considerably to a presentation because they (a) help break up continuous text, which can become boring if overused; (b) allow the presenter to augment the text with supporting visuals; and (c) provide variety. Because we defined and described graphics in the previous module, we will spend time here (see **Handout MC2-8:A**) discussing how to make graphics available for use, particularly in a PowerPoint presentation. In the first section, we provide information on how to import existing graphics files. This is pretty basic, but it does introduce some graphics terms, such as *PIC*, *GIF*, and so forth. These are important terms to remember because they describe graphic formats that need to be recognized when importing files.

Handout MC2-8:A also provides information about scanning graphics. Because we will be discussing scanning in the next section, it is appropriate to deal with it here as an advance organizer. Hopefully this information will help the scanning information become more relevant.

Finally, the section concludes with a set of guidelines for using graphics. We would like to call particular attention to the section that deals with resolution, that is, the number of dots per inch (dpi) that should be used in the graphics. The higher the resolution, the more crisp the visual, but the crispness comes at a price -- disk space. High-resolution graphics take up much more disk space than those having low resolution. There is a point of diminishing returns, a "cost-benefit ratio" of sorts. Go with the lowest number of bpi you can live with, which will allow you to save much needed disk space on your computer, diskette, CD-ROM, or whatever you are saving the presentation to. Happy reading!

Handout MC2-8:A

SLIDE MC2-9 NOTES

In this section, we provide information about different technology tools. Module 2 will focus on scanners. In the previous section we talked about scanning graphics for use in PowerPoint presentations. You will find considerably more information about scanners and their use in **Handout MC2-9:A**. We have also provided information on scanning tutorials that are available on the Internet, and we include in **Handout MC2-9:B** an excerpt from an existing tutorial whose creator granted us permission to copy it. We urge you to go to his Web site to get some “free advice” on scanning -- we found the site very useful. If you find additional sites of interest, please feel free to share them with us and your colleagues. Finally, look at **Handout MC2-9:C** for a lesson for *Romeo and Juliet* that features scanning. Does it give you any ideas on how you might implement scanning into your lesson plans?

Handout MC2-9:A
Handout MC2-9:B
Handout MC2-9:C

SLIDE MC2-10 NOTES

As you recall, the final "piece of the puzzle" is "Me" -- or you, actually, the language arts teacher. The student is the focal point of the instruction, and the curriculum and technology are tools to help meet his or her academic needs, but it is the teacher who puts it all together. Throughout the modules, we'll be sharing a particular Web site with you that we have found to be helpful in our struggle to learn technology. For this module, we have selected

<http://oregonstate.edu/dept/eli/prevtips.html>

Some of the information here concerns:

- Microsoft Word and PowerPoint in the classroom
- approaches to teaching vocabulary
- software selection
- writing labs
- and much, much more

In each link, you will find a variety of helpful hints that will assist you in learning new technologies, some of which we'll cover in a module, some of which we will not. The information in this and other Web sites cannot be reproduced without going through such red tape that it would be 2 years before we could include the information in a module. But we will search out what we think are good sites that are worth your time, and we hope that you will share with us (and your colleagues) any sites that you find helpful; speaking of which, one of our colleagues was kind enough to send information about I-Search. We will let you find information about I-Search on your own at:

<http://www.mta75.org/english/isearch/>

But we will state that I-Search seems like a wonderful opportunity to use technology and media to help students conduct research and create wonderful projects.

We hope that these two sites will help continue to stimulate your interest

SLIDE MC2-11 NOTES

We end this module once again with our variation of the KISS principle. Although we will always remind you to "Keep it Simple, Silly," we hope that you will adopt the statements here. In Module One, we asked you to try your hand at creating an acronym of your own that you can share with your Making the Connection colleagues on the 4e-zine. This time, we are asking that you consider creating a mnemonic for your students to use while scanning -- something they can use to remember the steps involved in scanning and/or inserting their graphic into a PowerPoint presentation, for example,

- S - Select the document to be scanned
- C - Choose the scanning settings on the computer
- A - After the settings have been chosen, scan the document
- N - Now remove the document from the scanner and you're done

Not a very good one, we admit -- we know you can do better!

This concludes the first module. Let us take a moment to reexamine the objectives we set forth in the beginning of this module.

The objectives for this module included developing knowledge of:

1. technology standards for middle and high school students.
2. various aspects of media literacy.
3. lesson plans written by Texas secondary language arts teachers.
4. the prewriting stage and writing strategies that can be used by students.
5. the writing TEKS.
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7. graphics.
8. scanning text and graphics for later use.
9. how to access the Internet for self-edification and professional development.

How many of these objectives do you feel were met? How many were not? Why? Feel free to share with us your ideas concerning how the module could be improved.

Finally, we have noted several times in the module our desire that you share information with us and your colleagues using the 4e-zine. We'd like to take this opportunity to once again remind you to do so. See you next time, and don't forget to **INTEGRATE TECHNOLOGY INTO YOUR LESSON PLANS!**