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INTRODUCTION The introductory

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paragraph usually includes: • • • • •

- bibliographic information about the book title author publisher place of publication date of publication thesis, the reviewer's opinion of the book.

BODY PARAGRAPHS The body paragraphs generally include: • • • • •

• • • •

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Components of a Review -
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to the activity, the class as a whole
should compile a list on the board or
on chart paper of qualities that

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contribute to a good review. If desired, share the Components of a Review handout, which reviews the parts of a review.

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Wurfel-2020-10-05-08-24-39 Subject:

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Readwritethink Keywords:

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Readwritethink INTRODUCTION The introductory paragraph usually includes • bibliographic information about the text (adapt these options for the specific kind of text you are

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reviewing): • title • name of the author, performer, director, or producer of the text • publisher or distributor • place and date of publication. • thesis, your opinion of the cultural relevance of the text.

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In small groups of three or four, have

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students examine a book review and break it down into its components to determine how the introduction, the body, and the conclusion allow the writer to make his/her points. Next, students should examine the particular style of their group's review and determine how the writer achieves a

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unique voice.

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Writing reviews of the literature they read gives them a chance to express their ideas while developing style and voice. This lesson uses discussion of student opinions about yesterday's lunch or a popular TV show serves as

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an introduction to the genre of reviews. Students then read and analyze conflicting reviews.

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Let the reader in on background information specific to the topic, define terms that may be unfamiliar to them, explain the scope of the discussion, and your purpose for writing the

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review. State your topic's relevance. Think of your review paper as a statement in the larger conversation of your academic community.

Elements of a review paper

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writing the literature review as part of your dissertation or thesis, reiterate your central problem or research question and give a brief summary of the scholarly context. You can emphasize the timeliness of the topic (“many recent studies have focused on the problem of x”) or highlight a

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gap in the literature (“while there has been much research on x, few researchers have taken y into consideration”).

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One very key piece of advice, for the novice or experienced book reviewer, is to always make notes as you read

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the book. You will likely want to include passages from the book in your review. And as every good writer knows, hook the reader with your opening sentence—it will set the tone of the review. Continue Reading.

How to Write a Compelling Book

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This book presents a curricular
framework for students grades 6–12
that school librarians and teachers can

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use collaboratively to enhance reading skill development, promote literature appreciation, and motivate young people to incorporate reading into their lives, beyond the required schoolwork.

- More than 100 lessons and activities from the Web as well as print sources correlated to the components of the

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concepts, strategies, programs, and resources • A READS curriculum chart for grades 6 through 12

Be yourself like Molly Lou Melon no matter what a bully may do. Molly Lou Melon is short and clumsy, has buck teeth, and has a voice that sounds like

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a bullfrog being squeezed by a boa constrictor. She doesn't mind. Her grandmother has always told her to walk proud, smile big, and sing loud, and she takes that advice to heart. But then Molly Lou has to start in a new school. A horrible bully picks on her on the very first day, but Molly Lou Melon

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knows just what to do about that.

Provides biographical information, detailed discussion of certain short stories and poems, and innovative activities for students.

Ninth-grader Philip Malloy's

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suspension for humming "The Star-Spangled Banner" during homeroom becomes a national news story.

This book describes standards for the English language arts and defines what K-12 students should know about language and be able to do with

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language. The book presents the current consensus among literacy teachers and researchers about what students should learn in the English language arts--reading, writing, listening, speaking, viewing, and visually representing. The first chapter of the book (Setting Standards in the

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English Language Arts) addresses defining the standards and the need for standards. The second chapter (Perspectives Informing the English Language Arts Standards) discusses the content, purpose, development, and context of the standards. The third chapter presents the 12 standards in

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detail. The fourth chapter (Standards in the Classroom) presents elementary, middle-school, and high-school vignettes which illustrate how the standards might be implemented in the classroom. The book concludes that these standards represent not an end but a beginning--a starting point

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for discussion and action. A glossary (containing more than 100 terms), a list of participants, a history of the standards project, an overview of standards projects, state and international English language arts standards, a 115-item annotated list of resources for teachers, and a

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comment form are attached. (RS)

Teachers across the country are seeking ways to make their multicultural classrooms come alive with student talk about content.

Content-Area Conversations: How to Plan Discussion-Based Lessons for

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Diverse Language Learners is a practical, hands-on guide to creating and managing environments that spur sophisticated levels of student communication, both oral and written. Paying special attention to the needs of English language learners, the authors *Detail research-based steps

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for designing lessons that spark student talk; *Share real-life classroom scenarios and dialogues that bring theory to life; *Describe easy-to-use assessments for all grade levels; *Provide rubrics, worksheets, sentence frames, and other imaginative tools that encourage

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academic communication; and *Offer guiding questions to help teachers plan instruction. Teachers at any grade level, in any content area, will find a wide variety of strategies in this book to help students simultaneously learn English and learn in English. Drawing both on decades of research

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data and on the authors' real-life experiences as teachers of English language learners, this book is replete with ideas for fostering real academic discourse in your classroom.

An account of the Great Chicago Fire combines archival photographs and

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drawings with personal accounts by its survivors and historical documents.

Explicit instruction is systematic, direct, engaging, and success oriented--and has been shown to promote achievement for all students. This highly practical and accessible

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resource gives special and general education teachers the tools to implement explicit instruction in any grade level or content area. The authors are leading experts who provide clear guidelines for identifying key concepts, skills, and routines to teach; designing and delivering

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effective lessons; and giving students opportunities to practice and master new material. Sample lesson plans, lively examples, and reproducible checklists and teacher worksheets enhance the utility of the volume. Purchasers can also download and print the reproducible materials for

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repeated use. Video clips demonstrating the approach in real classrooms are available at the authors' website:

www.explicitinstruction.org. See also related DVDs from Anita Archer: Golden Principles of Explicit Instruction; Active Participation:

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Getting Them All Engaged,
Elementary Level; and Active
Participation: Getting Them All
Engaged, Secondary Level

An electrifying picture book from the
author of The Hunger Games. Charlie
McButton likes computer games so

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much, he never plays with anything else. When a thunderstorm knocks out the electricity, his tech empire comes tumbling down, and his whole world loses power. He needs batteries--FAST. But the only triple A's he can find are in his little sister's talking doll. Will he resort to desperate

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measures and cause his little sister to have a meltdown of her own? Or will he snap out of his computer craze long enough to realize he can have fun with her, even without batteries? Suzanne Collins, author of the bestselling Hunger Games trilogy, and award-winning illustrator Mike Lester team up

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for a hilarious and timely tale that will crack up young computer addicts and those who love them.

A 2015 Newbery Honor Book & New York Times bestseller! Going to school and making new friends can be tough. But going to school and making new

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friends while wearing a bulky hearing aid strapped to your chest? That requires superpowers! In this funny, poignant graphic novel memoir, author/illustrator Cece Bell chronicles her hearing loss at a young age and her subsequent experiences with the Phonic Ear, a very powerful—and very

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awkward—hearing aid. The Phonic Ear gives Cece the ability to hear—sometimes things she shouldn't—but also isolates her from her classmates. She really just wants to fit in and find a true friend, someone who appreciates her as she is. After some trouble, she is finally able to

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harness the power of the Phonic Ear and become “El Deafo, Listener for All.” And more importantly, declare a place for herself in the world and find the friend she’s longed for.

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