Building a Continuum Between Reading and Writing

Presented by:
K. Lynn Savage
Mary Louise Baez
I. The Research

II. The Continuum

III. Four Strategies
Part I: What the research says
The research is clear!

Students’ comprehension of science, social studies, and language arts texts is improved when they write about what they read,…

– Writing to Read: Evidence for How Writing Can Improve Reading (2010)
More Research

Reading and writing require some of the same knowledge and linguistic processes – such as knowledge of vocabulary, spelling, patterns, text structures and syntax – and so learning and insights in one area can lead to learning and insights in the other.

*Developing Reading and Writing*, National Research Council – Improving Adult Literacy (2012)
Teachers say....

Without strategies for reading course material AND opportunities to write thoughtfully about it, students have difficulty mastering concepts.

– National Council of English Teachers Policy Brief 2011
CCR Promotes the Reading ↔ Writing Connection

CCR Writing Standard 9:

CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Page 28, CCR Standards for Adult Education
Writing Practices that Enhance Reading

I. Have Students Write About Texts They Read

II. Teach Students The Writing Skills And Processes That Go Into Creating Text

III. Increase How Much Students Write

IV. Writing to Read: Evidence for How Writing Can Improve Reading (2010)
Reflect

Think about your teaching or what’s happening in your program.

- What’s new?
- What is currently happening that supports these findings?
- What isn’t happening that you might incorporate?
Part II: The Continuum
## Five CCR Groupings
### Correlation to NRS, ESL and Textbook Levels

<table>
<thead>
<tr>
<th>CCR Groupings</th>
<th>NRS ABE Levels with Corresponding CASAS Scores</th>
<th>NRS ESL Levels with corresponding CASAS Scores</th>
<th>Ventures Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (K-1)</td>
<td>Beginning Adult Basic Education (200 and below)</td>
<td>Beginning Literacy (180 and below)</td>
<td>Ventures Basic Ventures 1 Ventures 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Beginning Low (181 – 190)</td>
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<td></td>
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<td>Beginning High (191 - 200)</td>
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<td>B (2-3)</td>
<td>Beginning Basic Education (201 – 210)</td>
<td>Low Intermediate (201 – 210)</td>
<td>Ventures 3</td>
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<tr>
<td>C (4-5)</td>
<td>Low Intermediate Basic Education (211 – 220)</td>
<td>High Intermediate (211 – 220)</td>
<td>Ventures 4</td>
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<td>High Intermediate Basic Education (221-235)</td>
<td>Advanced ESL (220 – 235)</td>
<td>Transitions</td>
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<td>E (9-13)</td>
<td>Low Adult Secondary Education (236-245)</td>
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<td>N/A</td>
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<tr>
<td></td>
<td>High Adult Secondary Education (246+)</td>
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</table>
Reading Anchor 2: Groupings / levels*

CCR Reading Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the main topic and retell key details of a text.</td>
<td>Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
<td>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
<td>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</td>
</tr>
</tbody>
</table>

* Group E is adult secondary, not ESL.
ACTIVITY 1: BUILDING A LANGUAGE CONTINUUM

Page 1 handout
“The skills learners need in order to transition successfully to higher levels of education or employment should be integrated at every level of instruction . . . ”

– Betsy Parrish and Kimberly Johnson (2010)
Part III
Four Strategies

• Models for Writing
• Text Structure & Graphic Organizers
• Text-Dependent Questions
• Research Projects
## Structure of Texts

### Text Features
- Section Heads
- Captions
- Bold words
- Illustrations

### Rhetorical Style
- Chronological order / Sequence
- Description
- Compare / Contrast
- Cause / Effect
- Problem / Solution
Text Structure: Examples of Text Features

• Turn to your handout.
• Look at Activity 2 on pages 2-4.
• Work with a colleague.
• List the text features you see in each of the five examples.
Text Features: Example #1

The Birthday Party

My name is Juan. In this picture, it’s my birthday. I am 70 years old. Look at me! I don’t look 70 years old. My wife, my daughter, and my grandson are eating cake. My grandson is always hungry. My granddaughter is drinking soda. She’s always thirsty. My son-in-law is playing the guitar and singing. Everyone is happy!

Ventures 1, p. 38
Attention, tenants:
Do you have problems in your apartment? Is anyone fixing them?

- Many tenants have broken windows.
- Tenants on the third floor have no lights in the hall.
- A tenant on the second floor has a leaking ceiling.
- Tenants on the first floor smell garbage every day.

I’m really upset! We need to get together and write a letter of complaint to the manager of the building.

Come to a meeting Friday night at 7:00 p.m. in Apartment 4B.

Stella Taylor, Tenant 4B

Ventures 2, p. 116
Strategies for Learning English

Have you ever felt discouraged because it's hard to speak and understand English? Don’t give up! Here are three strategies to help you learn faster and remember more.

Strategy #1 Set goals.

Have you ever set goals for learning English? When you set goals, you decide what you want to learn. After you determine your purpose for learning, you can make a plan to help you reach your goals. Maybe your goal is to learn more vocabulary. There are many ways to do this. For example, you can read in English for 15 minutes every day. You can also learn one new word every day.

Strategy #2 Look for opportunities to practice English.

Talk to everyone. Speak with people in the store, at work, and in the park. Don’t worry about making mistakes. And don’t forget to ask questions. For example, if your teacher uses a word you don’t understand, ask a question like “What does that word mean?”

Strategy #3 Guess.

Don’t try to translate every word. When you read, concentrate on clues such as pictures or other words in the sentence to help you understand. You can also make guesses when you are talking to people. For example, look at their faces and hand gestures – the way they move their hands – to help you guess the meaning.

Set goals, look for opportunities to practice, and guess. Do these things every day, and you will learn more English!
Two Beneficial Plants

Since the beginning of history, people in every culture have used plants to stay healthy and to prevent sickness. Garlic and chamomile are two beneficial plants.

Garlic is a plant in the onion family. The green stem and the leaves of the garlic plant grow above the ground. The root—the part under the ground—is a bulb with sections called cloves. They look like the pieces of an orange. The bulb is the part that people have traditionally used for medicine. They have used it for insect bites, cuts, earaches, and coughs. Today, some people also use it to treat high blood pressure and high cholesterol.

Chamomile is a small, pretty plant with flowers that bloom from late summer to early fall. The flowers have white petals and a yellow center. Many people use dried chamomile flowers to make tea. Some people give the tea to babies with upset stomachs. They also drink chamomile tea to feel better when they have a cold or the flu, poor digestion, or trouble falling asleep.

For thousands of years, people everywhere have grown garlic, chamomile, and other herbal medicines in their gardens. Today, you can buy them in health-food stores. You can get them in dried, powdered, or pill form.

Ventures 3, p. 50
Text Features:
Example #5

Mother's Thanksgiving Pumpkin Pie
Preparation time: 15 minutes / Cooking time: 50 minutes

Ingredients
1 pre-made pie crust
1 (8-ounce) package cream cheese, softened
2 cups canned pumpkin, mashed
¼ teaspoon salt
1 cup sugar
1 egg plus 2 egg yolks, lightly beaten
1 cup heavy cream
¼ cup (½ stick) melted butter
1 teaspoon vanilla extract
½ teaspoon ground cinnamon
¼ teaspoon ground ginger, optional

1. Preheat the oven to 350 degrees Fahrenheit.
2. Beat the softened cream cheese.
3. Add the pumpkin and beat until blended.
4. Then add the salt and sugar, and beat until blended.
5. Then add the egg mixed with the yolks, cream, and melted butter, and beat until blended.
6. Finally, mix in the vanilla, cinnamon, and ginger.
7. Pour the filling into the pre-made pie crust, and bake for 50 minutes, or until the center is firm.
8. Set the pie on a wire rack, and cool until it is room temperature. Cut into slices and serve with whipped cream or ice cream.

Serves 6–8 people.

Ventures 4, p. 132
How do you connect reading and writing?

- Analyze reading
- Provide framework for writing

Text structure of reading and writing should be the same
Welcome to **Miami Adult School!**

The first day of school is Monday.
Your teacher is Ms. Moreno.
Your class is in Room 101.
For class, you need:
- a dictionary
- a notebook
- a pencil
- a pen
- an eraser

The first day of school is ________________.
My teacher is ________________.
My class is in Room ____.
For class, I need ________________.
I need ________________
I need ________________
I need ________________

*Ventures Basic, p. 27*
Dear Mrs. Jackson,

Luis Martinez is my son. He is at home today. He is sick. He has a sore throat. Please excuse him.
Thank you.

Sincerely,
Maria Martinez

May 20, 2013

Dear _____________,

_______________ is my _____________.
_______________ is at home today. ________________ is sick.
_______________ has a fever. Please excuse ________________.

Thank you.

Sincerely,
Strategy: Models for Writing

My Strategies for Learning English

There are two strategies I’m going to use to help me learn English. My first strategy is to learn more English vocabulary. There are many ways I will do this. For example, I’m going to learn one new English word every day. I’m also going to write my new words in a notebook. Another strategy I will use is looking for places to practice my English. For example, I’m going to talk to more English speakers at the store and at work. I can’t wait to try these new strategies because I want to speak, read, and write English better.

Ventures 3, pp. 26-27
Strategy: Models for Writing

High-Intermediate Level

My Favorite Celebration

My favorite celebration is the Iranian New Year, Norouz ("new day"). This holiday begins on the first day of spring and lasts 13 days. On the Wednesday before Norouz, people build bonfires and jump over them. Iranian people believe that if they do this, they will get rid of their illnesses and misfortunes. On Norouz Eve, the family gathers around a table with seven items that begin with the letter “s” in Persian: an apple, wheat pudding, dried berries, vinegar, a coin, a beautiful flower, and garlic. A bowl of goldfish, a Koran, colored eggs, and a mirror are also on the table. These items symbolize beauty, health, prosperity, and fertility. On Norouz Day, people kiss each other and say, "I hope you will live for one hundred years." We spend the next 13 days visiting each other and eating sweets. Finally, on the last day of the celebration, everyone goes to a park for a big picnic. I wish my whole family lived with me here so that we could celebrate Norouz together.

Ventures 4, pp. 130-131
THINK • PAIR • SHARE
Models for Writing

1. Why are models important for writing?
2. What strategies did we see to make the organization explicit?
3. What other strategies could we use?
Graphic Organizers to Determine Text Structure

- Display information visually
- Show relationships between facts, concepts or ideas
- Guide the learner's thinking
Strategy: Use Graphic Organizers

Work alone or with a colleague. Make a list of graphic organizers.

- Timeline
- Venn Diagram
- Cluster Diagram
- Spider Map
- Flow Chart
- Other ideas??
Strategy: Graphic Organizers

Some ways to use Graphic Organizers

• analysis of reading content
• guidance for writing
• check sheet to review writing
Read about Bo-hai in his company newsletter.

COMPUTER SYSTEMS INC.

A New Employee: Bo-hai Cheng


Ventures 2, p. 78
Graphic Organizers to Analyze a Reading

Write. Complete Bo-hai’s time line.

- bought a car
- found a job
- graduated from vocational school
- moved to Miami
- started university
- was born in 1990

Bo-hai’s time line

1. ___ was born in 1990
2. ___
3. ___
4. ___
5. ___
6. ___

Ventures 2, p. 78
Graphic Organizers to Guide the Writing

My time line

1. was born in ____
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________

AND A CHECK SHEET TO REVIEW WRITING
What are some types of expository writing?

- Description
- Sequence & Order
- Compare & Contrast
- Cause & Effect
- Problem & Solution
<table>
<thead>
<tr>
<th>Text Structure</th>
<th>Signal Words</th>
<th>Visual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>for example, for instance, characteristics include, specifically, in addition</td>
<td></td>
</tr>
<tr>
<td>Sequence &amp; Order</td>
<td>before, in the beginning, to start, first, next, during, after, then, finally, last, in the middle, in the end</td>
<td>![Diagram](1 2 3)</td>
</tr>
<tr>
<td>Compare &amp; Contrast</td>
<td>similar, alike, same, just like, both, different, unlike, in contrast, on the other hand</td>
<td>![Diagram](Venn Diagram)</td>
</tr>
<tr>
<td>Cause &amp; Effect</td>
<td>since, because, if, due to, as a result of, so, then, leads to, consequently</td>
<td>![Diagram](Cause and Effect)</td>
</tr>
<tr>
<td>Problem &amp; Solution</td>
<td>problem, issue, cause, since, consequently, therefore, as a result, because of, leads to, due to, solve, so, then</td>
<td>![Diagram](Problem and Solution)</td>
</tr>
</tbody>
</table>
Your Turn: Graphic Organizers
Text Structures/Rhetorical Styles

• Look at Activity 3 on pages 5-8 and handout *Non-fiction Text Structures*.

• Work with a colleague or small group.

• Identify the text structure and the signal word(s) for each example.
Text Structure

Example #1

Teresa's Day

Teresa is busy today. Her meeting with her friend Joan is at 10:00 in the morning. Her doctor's appointment is at 1:00 in the afternoon. Her favorite TV show is at 4:30. Her class is at 6:30 in the evening. Her uncle's birthday party is also at 6:30. Oh, no! What will she do?

Ventures Basic, p. 76
Text Structure
Example #2

The Doctor’s Office

Poor Maria! Everyone is sick! Maria and her children are in the doctor’s office. Her son, Luis, has a sore throat. Her daughter, Rosa, has a stomachache. Her baby, Gabriel, has an earache. Maria doesn’t have a sore throat. She doesn’t have a stomachache. And she doesn’t have an earache. But Maria has a very bad headache!

Ventures 1, p. 50
Text Structure
Example #3

What are your future goals? What steps do you need to take?

I want to open my own electronics store. I need to take three steps to reach my goal. First, I need to learn keyboarding. Second, I need to take business classes. Third, I need to work in an electronics store. I will probably open my store in a couple of years.

Ventures 2, p. 24
Text Structure

Example #4

A Credit Card NIGHTMARE

Sun Hi and Joseph Kim got their first credit card a week after they got married. At first, they paid off the balance every month.

The couple’s problems began after they bought a new house. They bought new furniture, a big-screen television, and two new computers. To pay for everything, they applied for more and more credit. Soon they had six different credit cards, and they were more than $18,000 in debt.

“It was a nightmare!” says Mrs. Kim. “The interest rates were 19 percent to 24 percent. Our minimum payments were over $750 a month. We both got second jobs, but it wasn’t enough. I was so worried about paying off the debt, I cried all the time.”

Luckily, the Kims found a solution. They met Dolores Delgado, a debt counselor. With her help, they looked at all of their living expenses and made a family budget. They combined their six credit card payments into one monthly payment with a lower interest rate. Now, their monthly budget for all living expenses is $3,400. Together they earn $3,900 a month. That leaves $500 for paying off their debt.

“We’ve cut up our credit cards,” says Mr. Kim. “No more expensive furniture! In five years, we can pay off our debt. Now we know. Credit cards are dangerous!”

Ventures 3, p. 90
Different Eating Habits

One difference between my parents and me is that we don’t have the same eating habits. My family is Iranian, but I was brought up in the United States. Since most of my friends are American, I enjoy eating “American style.” For example, I like to eat salads and sandwiches instead of meat and rice. Because of my job, I don’t have time to cook, so I like fast food. I also love to eat in restaurants. On the other hand, my parents still eat like they did back home. They eat rice with every meal, and they eat a lot of lamb and vegetables. They don’t like to eat in restaurants because my father thinks my mother is the best cook in the world. Actually, I agree with him. I still love my mother’s cooking even though our eating habits are different.
Smog is a serious environmental problem in my city. One cause is that there are too many cars on the roads and highways. Most of the cars have only one person – the driver. People seem to take a lot of unnecessary trips. They drive to the drugstore instead of walking two blocks. Another cause of smog in my city is that we use too much electricity. Since many homes are not energy-efficient, our city’s power plant has to produce more electricity. The burning coal from the power plant produces more air pollution. The smog is thick, so the air is hard to breathe. Consequently, on many days it is unsafe for children and senior citizens to be outside. Smog also kills many trees and plants that produce oxygen and clean the air. If people drove less and used less electricity, I am sure our air quality would improve.

Ventures 4, p. 118
Smog is a serious environmental problem in my city. One cause is that there are too many cars on the roads and highways. Most of the cars have only one person – the driver. People seem to take a lot of unnecessary trips. They drive to the drugstore instead of walking two blocks. Another cause of smog in my city is that we use too much electricity. Since many homes are not energy-efficient, our city’s power plant has to produce more electricity. The burning coal from the power plant produces more air pollution. The smog is thick, so the air is hard to breathe. Consequently, on many days it is unsafe for children and senior citizens to be outside. Smog also kills many trees and plants that produce oxygen and clean the air. If people drove less and used less electricity, I am sure our air quality would improve.

Ventures 4, p. 118
The workplace offers many challenges to both employers and employees, particularly when it comes to improving quality and efficiency. Performance reviews, also called performance appraisals or performance evaluations, were originally designed to meet this need. However, they have recently garnered criticism from both employees and supervisors.

One problem with performance reviews is that they often address too many issues, which can overwhelm the employee. In her article “4 Problems with Performance Appraisals: Where do Managers Go Wrong?,” Susan Heathfield points out that once employees hear negative feedback, they may “not hear” positive feedback. To ensure that both positive and negative feedback is heard, the appraiser can use the “sandwich” approach. In this three-step approach, appraisers (1) provide one positive comment, (2) focus on one area of concern, and (3) provide another positive point. For example, for an employee that spends too much time chatting with coworkers, the supervisor might first comment on positive feedback from customers. After that, she can comment on talking too much with coworkers and how the employee is missing deadlines. Finally, she can praise the employee for getting along well with everyone.

Yet another difficulty with performance reviews is that they can encourage evaluators to delay feedback until the scheduled review, creating unnecessary stress on both the evaluator and the employee. For example, Jack completes a project late. If Felicia waits until his performance review to address the issue, he is unaware of her displeasure. Employees like Jack become stressed because they have had minimal feedback – positive or constructive criticism – before the review. They may shut down or react negatively, such as by becoming defensive or blaming others. Supervisors like Felicia are then upset because they feel they aren’t being heard. According to Jennifer Skinner and Ravonie Green in their online article “Making the Grade: The Elements of an Effective Performance Appraisal,” nothing in a performance review should be new to the person being evaluated. If Felicia had given Jack feedback when the problem occurred, it would have facilitated open communication and created a greater likelihood of improvement.

Performance reviews can be problematic for many reasons, including addressing too many issues rather than focusing on key issue(s), being subjective rather than objective, and creating undue stress because of delayed feedback.
Text Structure Answer Key

Ex. 1 Time Order
Ex. 2 Description
Ex. 3 Sequence/Order
Ex. 4 Problem/ Solution
Ex. 5 Compare/Contrast
Ex. 6 Cause/Effect
Ex. 7 Problem/Solution
Strategy: Text Dependent Questions

• Identify the text as the “expert” in the room.

• Probe the specifics of the text.

• Focus on the language and mechanics of the text.
Textual Evidence
“Questions Worth Asking”

**CCRS Second Instructional Shift:**
**Evidence:** Reading, Writing and Speaking are grounded in Evidence from the text.

**CCR Anchor 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; *cite specific textual evidence when writing or speaking.*
Text-Dependent Questions

- Rely on the text for insight and analysis; answers must be traceable to the text.

- Rely on the language and mechanics of the text itself, rather than personal experience or opinion.
## Two Kinds of Questions

<table>
<thead>
<tr>
<th>Non-Text-Dependent</th>
<th>Text-Dependent (TDQs)</th>
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<tbody>
<tr>
<td>Describe a time when you or someone you know felt confused by small talk.</td>
<td>In the article, what should people who initiate small talk consider?</td>
</tr>
<tr>
<td>Describe what you think people should do to get beyond superficial questions.</td>
<td>According to the author, what can people do to get beyond superficial questions?</td>
</tr>
<tr>
<td>What is another word that means the same as <em>to go beyond something</em>?</td>
<td>In the fourth paragraph, what word means to go beyond something?</td>
</tr>
</tbody>
</table>

*Transitions* Unit 6 Reading, “Making the Best of Small Talk”
TDQs

Turn to your handout p. 9.
Look at Activity 4: Text Dependent Questions.

• Work with a partner.
  1. • Agree whether or not the question is text-dependent.
  2. • If so, identify the phrase that makes it text-dependent.
  3. • If not, revise to make it text dependent.
## Activity 4 Answer Key

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th></th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>1.</td>
<td>√</td>
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<td>6.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>√</td>
<td></td>
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<td>√</td>
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<tr>
<td>3.</td>
<td>√</td>
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<td>4.</td>
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<td>5.</td>
<td>√</td>
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<td>10.</td>
<td>√</td>
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</tbody>
</table>
Strategy:

Use text-dependent questions

- main idea
- key details
- academic vocabulary
- text structure
Types of Text-Dependent Questions

Turn to your handout p. 10.
Look at Activity 5: Types of Text Dependent Questions.
Identify the type of each question.
Activity 5 Answer Key

1. V
2. G
3. D
4. D
5. G
6. D
7. TS
8. G
PROGRESSION OF TEXT DEPENDENT QUESTIONS

Whole

Across texts
Entire text
Segments
Paragraph
Sentence
Word

Part

Opinions, arguments, intertextual connections
Inferences
Author’s purpose
Vocab and text structure
Key details
General understandings

Strategy: Research Projects

- relate to unit topic
- short
- level appropriate
- independent, small group
- interview or internet search
- summary of findings
Research projects

1. Look at Activity 6 on p.11 of your handout.
2. Review the two examples of research projects. (Beg / High Int.)
3. What information do Ss look for? Where?
4. What is the end product?
Beginning Level Research Project

A Make a chart.
Write the names of three students in your class.

B Talk to the students.
Ask these questions. Write the answers.
1. What’s your first name?
2. What’s your last name?
3. What’s your phone number?

<table>
<thead>
<tr>
<th>First name</th>
<th>Last name</th>
<th>Phone number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patricio</td>
<td>Cano</td>
<td>708-555-6737</td>
</tr>
<tr>
<td>Lien</td>
<td>Tran</td>
<td>708-555-2986</td>
</tr>
<tr>
<td>Phillip</td>
<td>Thomas</td>
<td>708-555-8227</td>
</tr>
</tbody>
</table>

C Share your information.
Make a class booklet.
High Intermediate Level Research Project

Use the Internet.
Find information about ways to cope with anxiety before or during tests.

Keywords  
- anxiety before tests
- test anxiety

Make a list.
Write ways to cope with anxiety before or during tests.

1. Get a good night’s sleep before the test.
2. Come to class early on the day of the test, so you have time to relax.

Share your information.
Talk to your classmates about ways to cope with test anxiety.
Make a class poster.
What are the best ideas? Take a class vote.
Summary

• Make connections between reading and writing at every ESL level.
• Use readings as models for writing.
• Use graphic organizers to analyze readings, organize writing and review writing.
• Use text-dependent questions when checking understanding and discussing readings.
• Use research projects as culminating activities.
REFLECT

Select one idea or strategy from today’s workshop and describe how it may change your thinking or impact your teaching.
QUESTIONS?
THANK YOU!

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