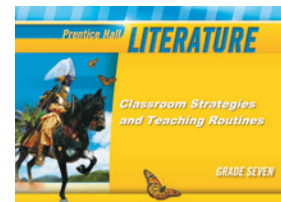
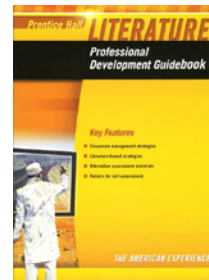
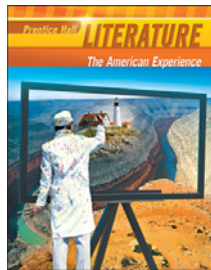
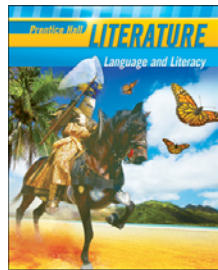


Built-in Professional Development

Introduction

This guide explains the built-in professional development in Prentice Hall Literature © 2010. The Teacher's Edition provides margin notes with step-by-step teaching strategies and tips, differentiated instruction suggestions, and vocabulary development strategies. The Teacher's Edition also includes a Professional Development Handbook and essays discussing a variety of classroom strategies. There are two professional development resource books that provide information and resources to save time and help teachers be more effective in the classroom. All of the professional development resources are available in print and on PH Lit Online.



Teacher's Edition

The Teacher's Edition provides detailed lesson plans along with step-by-step teaching strategies and tips, differentiated instruction suggestions, and vocabulary development strategies.

Step-by-Step Teaching

Step-by-step teaching notes in the margins of the print and digital Teacher's Editions provide teaching strategies, tips, and suggestions.

This example displays a teaching suggestion that helps students make connections to the Big Question prior to reading the selection.

Connecting to the Big Question

1. Prepare students to apply the Unit Big Question ("What is the best way to find the truth?") to the Model Selection.
2. Have students discuss the reasons people might report on disasters such as the Hindenburg crash.
3. Have students complete this sentence frame, featuring thematic vocabulary from pp. 2-3:
Factual accounts of tragedies are _____ *because* _____
Possible responses: important / they can help people avoid similar tragedies in the future.
4. Discuss responses as a class. Then, have students read the article.

This example displays a suggestion to use a Think Aloud teaching strategy that helps students understand how to analyze cause-and-effect relationships.

Think Aloud

Analyzing Cause-and-Effect Relationships
 To help students analyze these cause-and-effect relationships use the following "think aloud."
 To find out the cause of the Hindenburg crash, I read the last paragraph, which has the heading "Unknown Cause."
 I notice that there are several causes included in this paragraph. When I look more closely, I see the author has included some clues to tell me which cause is the most likely.
 First, the phrase "at the time" in the second sentence indicates that lightning was once believed to have been a cause—but that no one believes this explanation anymore. When the author says some "even" suspected sabotage, he is using the word even to show that he thinks this explanation is unlikely or hard to believe. I realize that he is probably leading up to the explanation. The word however suggests that the writer thinks NASA's explanation is the best one, since he is using it to contradict all the others.

Differentiated Instruction

Differentiated Instruction notes in the Teacher’s Edition provide support, teaching strategies, and enrichment for learners of varied abilities.

Here is an example explaining the reading support available for special needs students, less proficient readers, and English learners in the Reader’s Notebooks.

Differentiated Instruction
for *Unlabeled Access*

<p>Support for Special Needs Students Have students read the Learning About Fiction and Nonfiction pages for these selections in the <i>Reader’s Notebook: Adapted Version</i>. This version provides a basic-level introduction to fiction and nonfiction.</p>	<p>Support for Less Proficient Readers Have students read the Learning About Fiction and Nonfiction pages for these selections in the <i>Reader’s Notebook</i>. This version provides a basic-level introduction to fiction and nonfiction.</p>	<p>Support for English Learners Have students read the Learning About Fiction and Nonfiction pages for these selections in the <i>Reader’s Notebook: English Learner’s Version</i>. This version provides a basic-level introduction to fiction and nonfiction.</p>
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There are also suggested teaching strategies that teachers can implement during instruction. This Differentiated Instruction box lists strategies that support special needs students and provide enrichment for advanced readers.

Differentiated Instruction
for *Unlabeled Access*

<p>Strategy for Special Needs Students Check students’ understanding of the literary terms used to discuss fiction by applying them to a more familiar or comfortable context, such as a current film they have seen. Ask students to identify the characters and the main events in the plot of the film. Then, guide them in stating the main conflict. After students have read or listened to “The Three-Century Woman,” have them identify the characters, main plot events, and conflict.</p>	<p>Enrichment for Advanced Readers Explain that conflicts in a story keep the plot moving from one event to the next and usually lead to changes in an important character. Guide students to identify Megan’s conflict (she does not want to visit her grandmother but knows she should). Have them use the clues on pages 12–14 to explain how she might be feeling now that she is in her grandmother’s room (her grandmother is more interesting than she thought). Have students look for the way Megan’s conflict is finally resolved at the end of the story and how she changes.</p>
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Vocabulary Development

The Teacher’s Edition also provides vocabulary development strategies to expand students’ vocabulary.

This example describes how students expand their vocabulary by learning related forms of the Big Question vocabulary.

Vocabulary Development

Word Forms
Expand students’ vocabulary by helping them learn related forms of the Big Question vocabulary (p. 3) and words from the selection. Give students a blank **Word Form Chart**.

Noun	Verb	Adjective	Adverb
glitter	glittered	glittery	glitteringly
technology	technological	technologically	convincingly
conviction	convince	convincing	convincingly
reality	realize	real / realistic	realistically

(Professional Development Guidebook p. 42) with glittered (p. 10), technology (p. 12), convince, and realize in the correct columns, work with the class to determine the related forms.

This example explains how to use a vocabulary knowledge rating chart to rate each word before reading and again after reading. Students then clarify words that are still problematic. The PH Lit Online logo provides a reminder of the tools, activities, and songs available online in Vocabulary Central.

Vocabulary Development

Vocabulary Knowledge Rating
Create a **Vocabulary Knowledge Rating Chart** (in *Professional Development Guidebook*, p. 11) for the vocabulary words on the student page. Give each student a copy of the chart with the words on it. Read the words aloud and have students mark their rating of each in the before-reading column. When students have completed reading and discussing the selection, have them take out their **Vocabulary Knowledge Rating** charts. Read the words aloud and have students rate their knowledge again in the after-reading column. Clarify any words that are still problematic. Then, have students complete the vocabulary practice at the end of the selection.

PH Lit Online
Vocabulary Central, featuring books and activities for studying vocabulary. Visit vocabulary.central.com.

Professional Development Handbook

The Professional Development Handbook in the Teacher’s Edition provides pedagogical explanations of specific techniques that will enhance teaching effectiveness. Topics include the following:

- Teaching Literature by Design
- Contrastive Analysis Chart
- Culturally Responsive Instruction
- How to Use This Program
- Academic Vocabulary

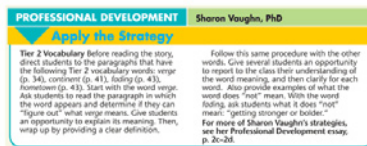
Professional Development Essays

Professional Development essays written by noted authors and researchers discuss a variety of classroom strategies. The essays appear at the beginning of every unit immediately following the unit introductory page.

The following is a short list of essays from Grade 7 and Grade 11:

- *Teaching Vocabulary* by Sharon Vaughn, Ph.D.
- *Reaching the Reluctant (Often Boy) Reader* by Jon Scieszka
- *Embedding Vocabulary Learning into Classroom Conversations* by Doug Buehl
- *Engaging Students in English* by Jeff Anderson

The Teacher's Edition includes point-of-use notes explaining how to apply the strategies during instruction. This example from Unit 1, Grade 7 follows Sharon Vaughn's essay on Teaching Vocabulary.



The essay section also includes supporting research and lists additional teacher resources in the program.

Professional Development Guidebook

The Professional Development Guidebook provides professional development articles, literature-based strategies, and time-saving resources for assessment and classroom management.

Professional development articles include the following:

- 21st Century Classroom
- Infusing Culturally Responsive Instruction
- Literacy Challenge of Diverse Learners
- The Reading Process

Literature-based strategies include the following:

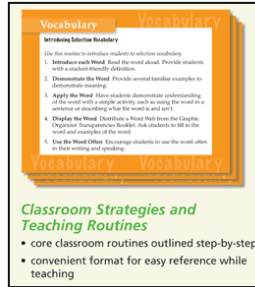
- Pictogram: Literary Features
- Story Sequence Map
- Character-Trait Web

There are also a large number of classroom management strategies, alternative assessment materials, and rubrics for self-assessment.

Classroom Strategies and Teaching Routines

Classroom Strategies and Teaching Routines provides classroom routine cards with strategies and best practices for vocabulary, comprehension, fluency, writing, and differentiating instruction.

Snapshot images of these resources can be found on the Visual Guide to Featured Selection Resources pages. Here, the core classroom routines are outlined step-by-step and are conveniently formatted for easy reference while teaching.



PH Lit Online

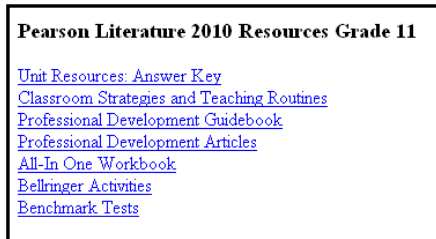
All professional development resources described in this tutorial guide can be found on PH Lit Online. From the Teacher Center home page, click **Teacher Resources**.



Next, click **Teacher Resources** on the Resource and Download Center page.



The resource page provides links to a variety of teacher resources, including the professional development books and essay articles.



Review

This guide described the professional development built into the Prentice Hall Literature © 2010 program. The Teacher's Edition margin notes provide a wealth of teaching strategies, tips, and support. There are also two professional development books: the Professional Development Guidebook and Classroom Strategies and Teaching Routines. All resources are available in print and on PH Lit Online.