

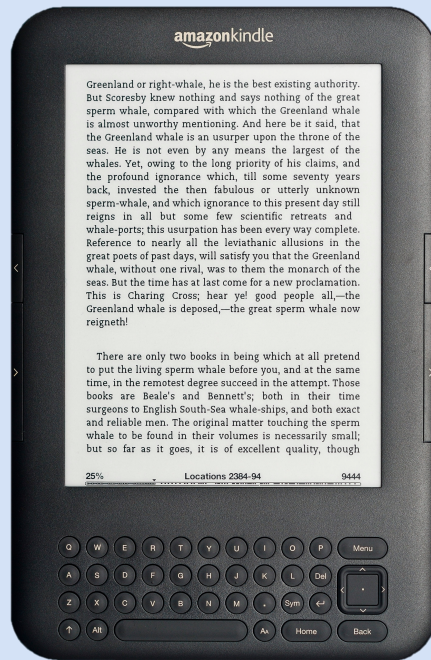
The E Factor: It's All About That

EVIDENCE

**Bernadette Lambert
Session 36**

The E Factor

READ



WRITE

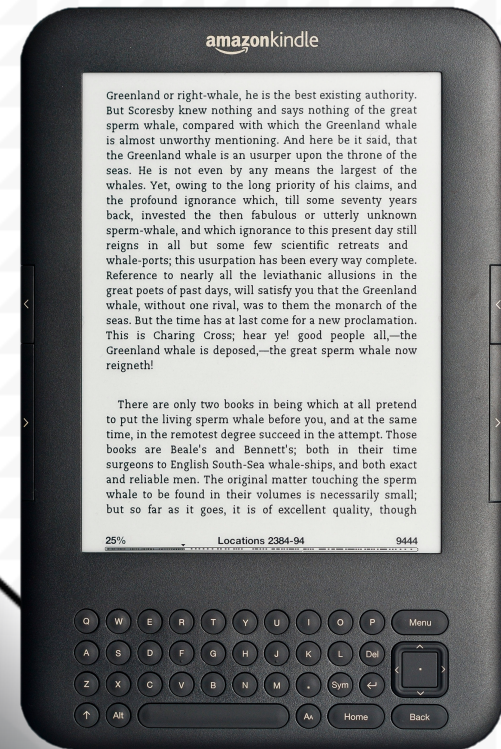


TEACH





Read



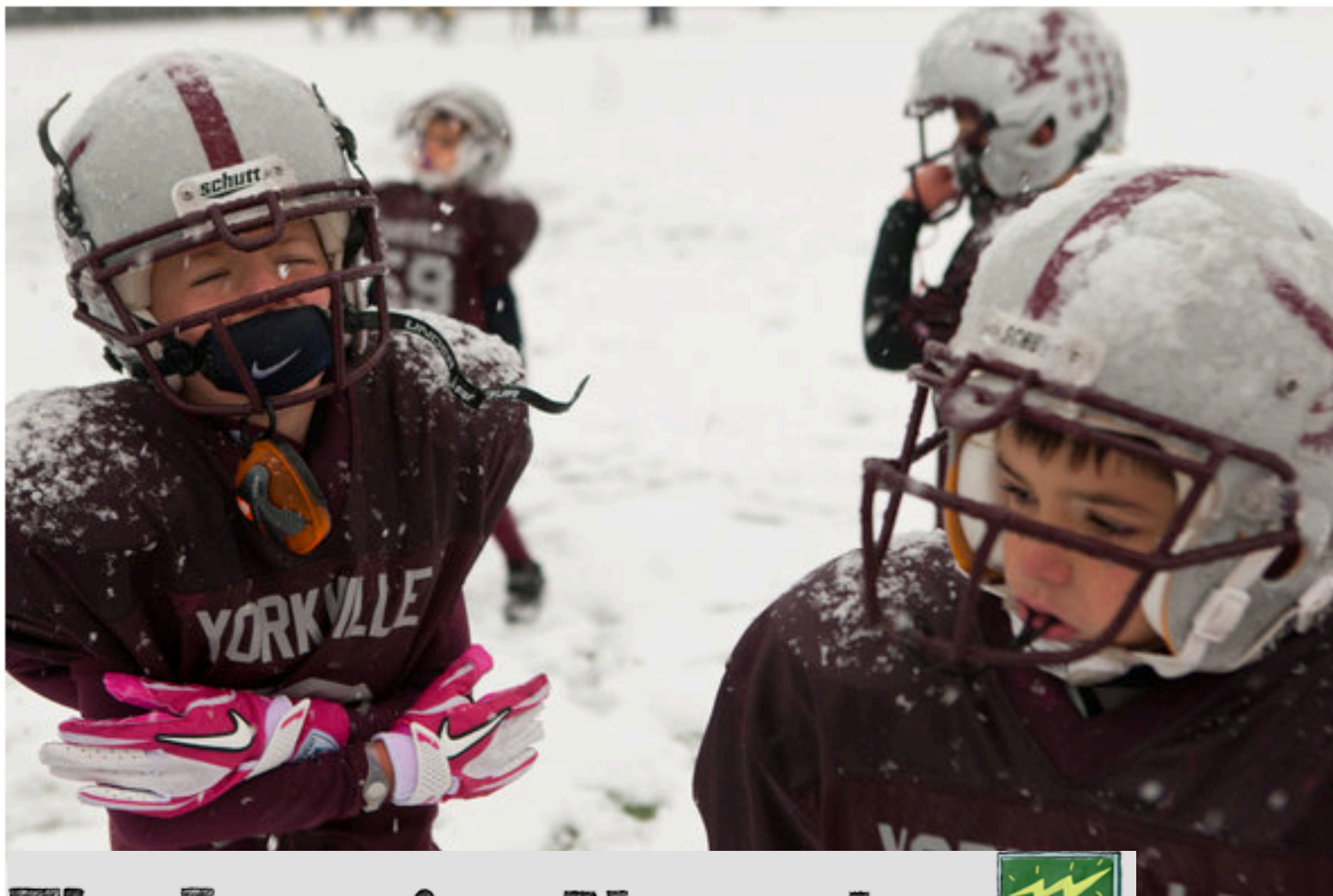
Conclusions and Inferences



Conclusions and Inferences

Both require reader to fill in
blanks left out by the
author.





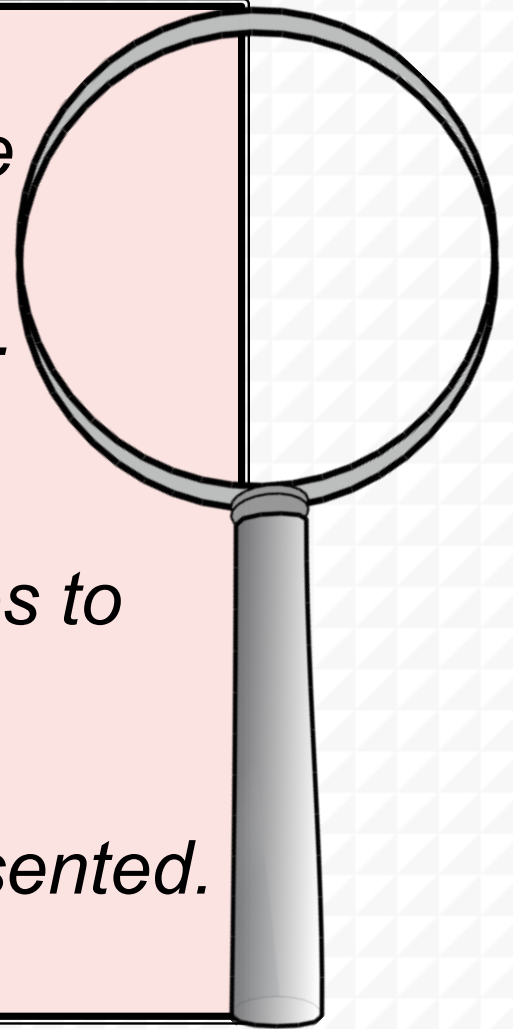
The Learning Network

Teaching & Learning With The New York Times



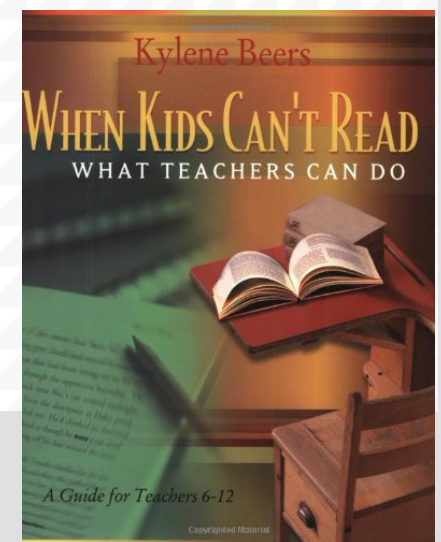
Conclusions and Inferences

- Look at pronouns and antecedents.*
- See what details you can add to the setting based on what is given.*
- Ask 5Ws and How about main idea.*
- Make text-to-world connections.*
- Make text-to-self connections.*
- Understand characters' relationships to one another.*
- Offer explanations for events.*
- Suggests conclusions for facts presented.*
- Recognize the author's biases.*



He put down \$10.00 at the window. The woman behind the window gave him \$4.00. The person next to him gave him \$3.00, but he gave it back to her. So, when they went inside, she bought him a large bag of popcorn.

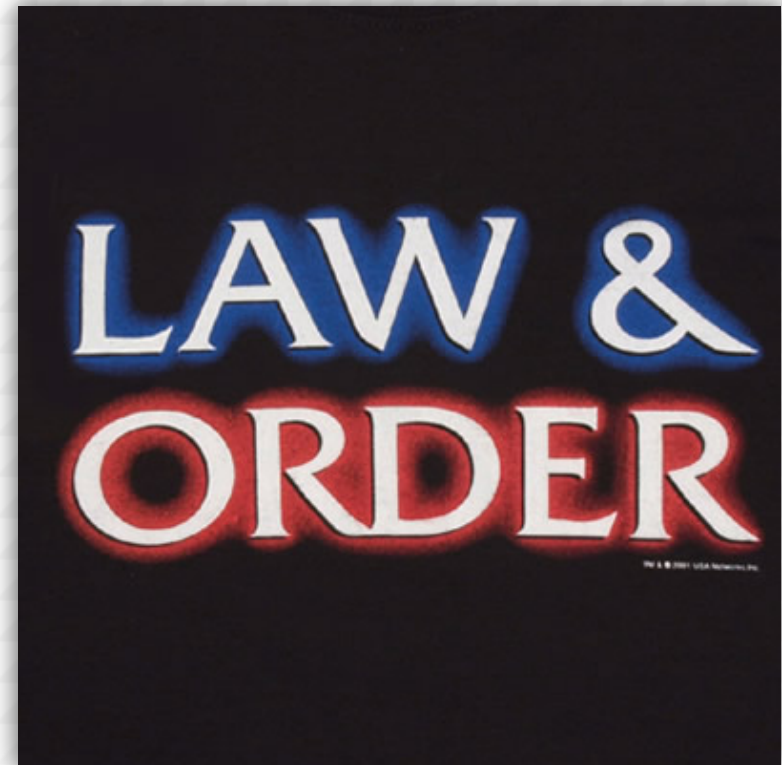
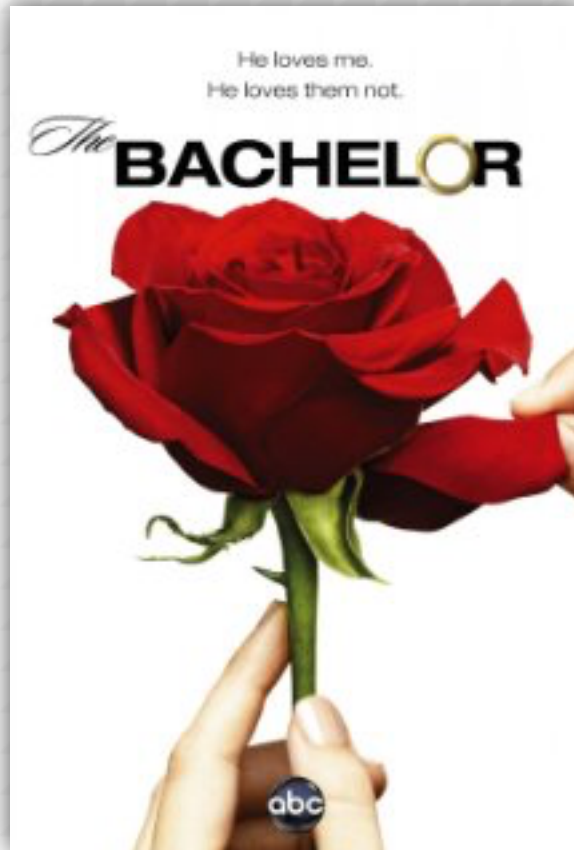
It Says . . .
I Say . . .
and So . . .





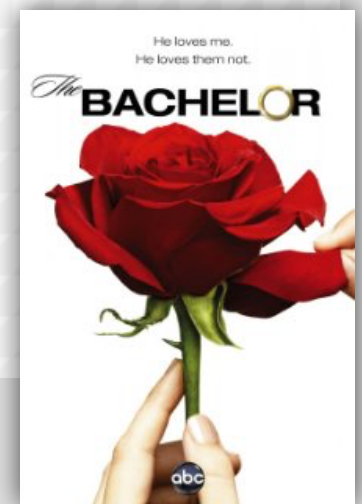
Write

Persuasion or Argument?



Persuasion or Argument?

Opinions are blended with facts in an attempt to convince the reader that the writer is “right.”



Persuasion or Argument?

Takes opposing views
into account.

Makes counter-claims.

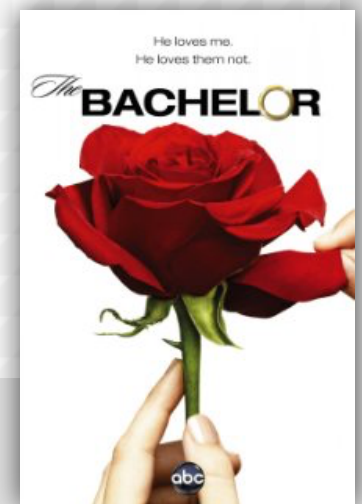
Persuasion or Argument?

The writer doesn't need an intended audience.

The writer is satisfied with simply “putting the truth out there.”

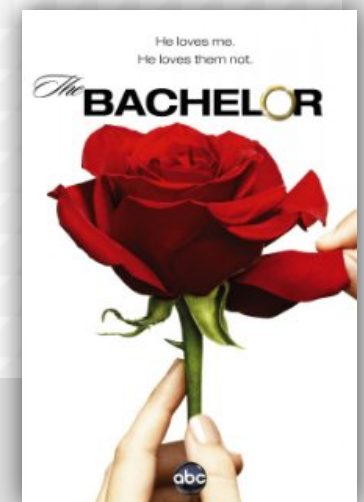
Persuasion or Argument?

Often uses first-person (*I*, *me*) and second person (*you*) point of view.



Persuasion or Argument?

Personal
Emotional
Passionate



Persuasion or Argument?

Relies on logical reasons that are substantiated by facts, data, expert quotes, and evidence.

“Topic Dumping”

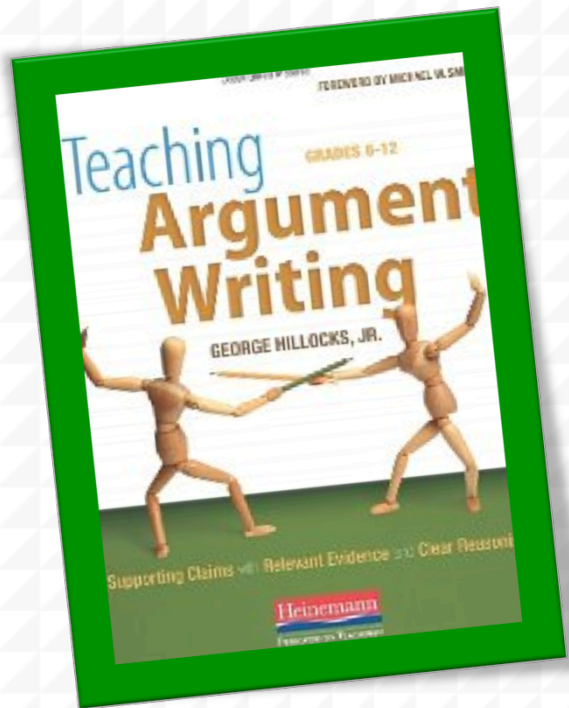
CLUMPS - lots of
information shoveled up
without underlying logic



SHAPES -
arguments in
the right form
but without
substance

Inquiry Approach

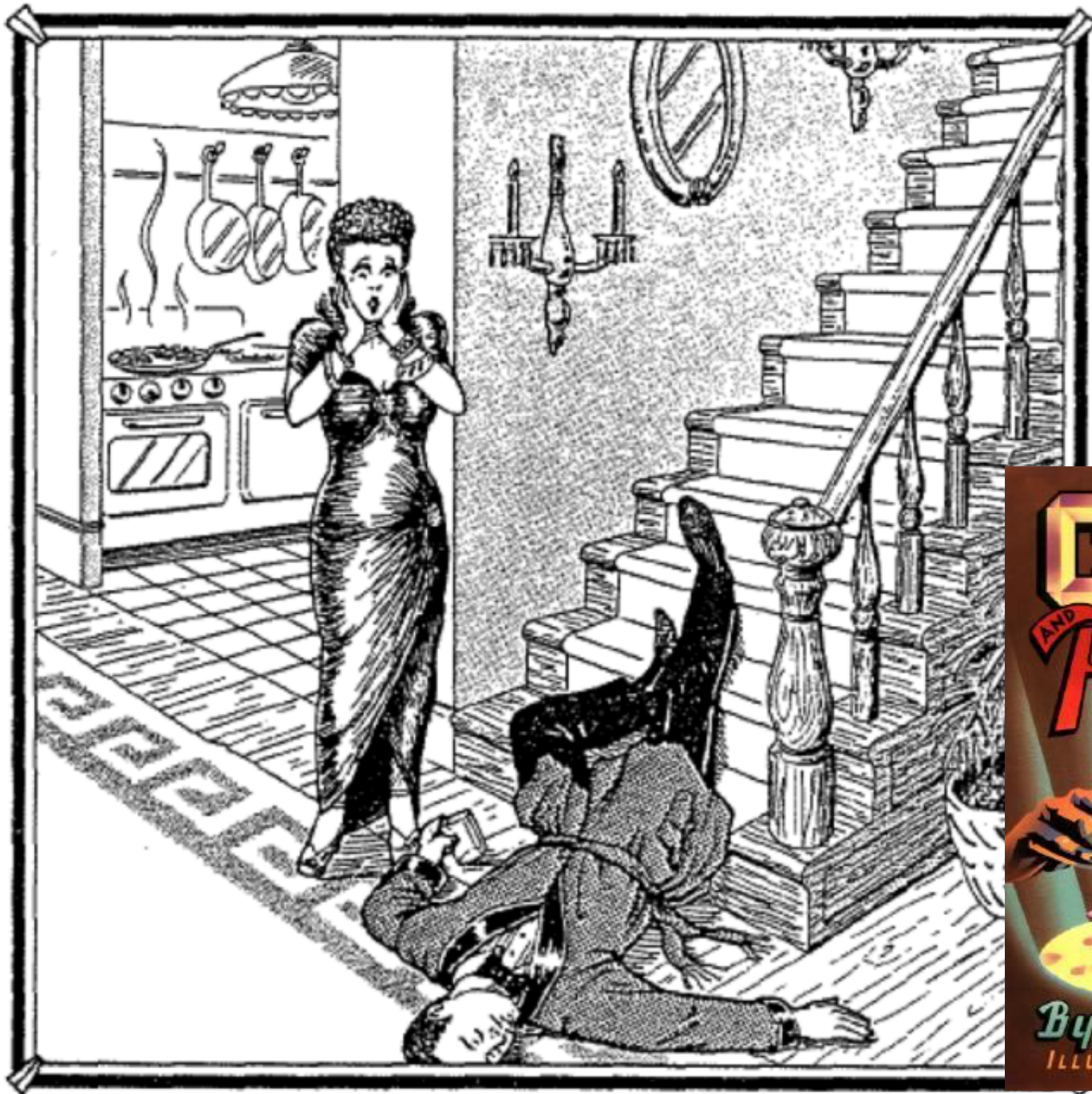
“Encourage students to begin with the evidence and use it to determine what claims they can legitimately make in an argument.”



Inquiry Approach

1. Examine data
2. Ask question based on data
3. Re-examine data
4. Try to answer question
(*claim/thesis*)
5. Use data as

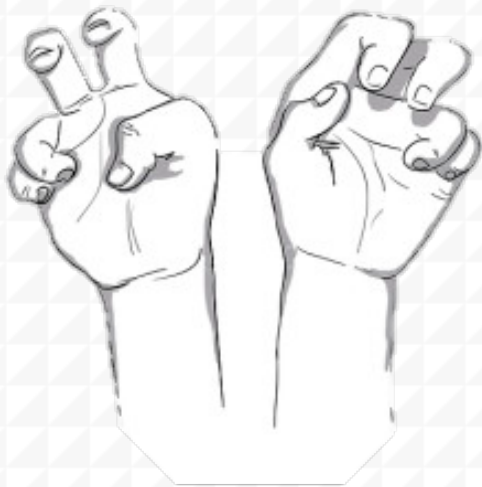
EVIDENCE



The book cover features a dark brown background. At the top, the title "CRIME AND Puzzlement" is written in large, stylized letters. "CRIME" is in a bold, yellow, blocky font with a red outline, while "AND" is in a smaller, red, cursive font. "Puzzlement" is in a red, cursive font. Below the title is a stylized, yellow and black face of a man. To the right of the face, the text "24 SOLVE-THEM-YOURSELF PICTURE MYSTERIES" is written in a small, white, sans-serif font. In the center, a hand in a yellow and black glove holds a magnifying glass over a yellow circular area. Inside this area, a woman in a pink dress lies on the floor. At the bottom, the author's name "By Lawrence Treat" is written in a green, cursive font, and "ILLUSTRATED BY LESLIE CABARGA" is written in a smaller, white, sans-serif font below it.

CITE EVIDENCE

Direct Quote



Summarize



Paraphrase



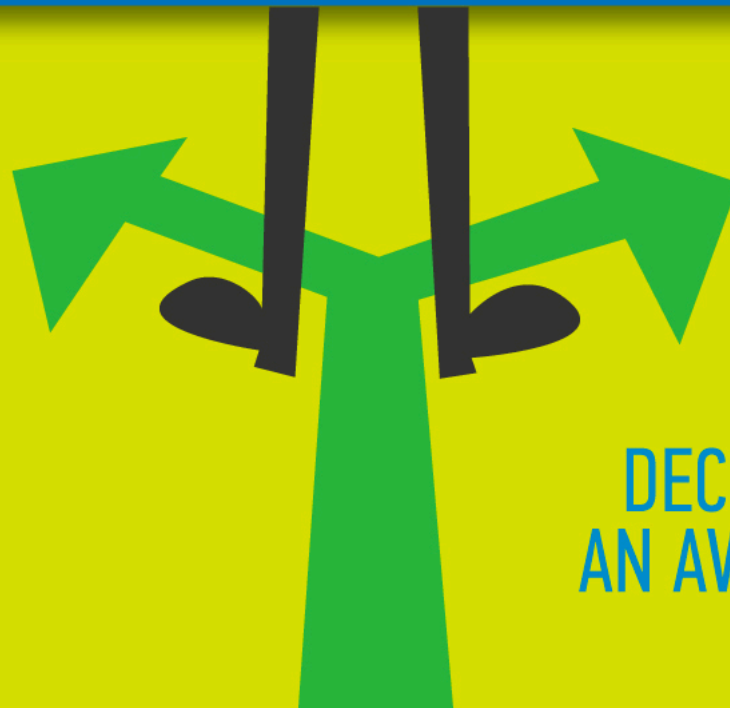
Teach



TEACHERS: THE REAL MASTERS OF MULTITASKING

1,500

EDUCATIONAL
DECISIONS MADE BY
AN AVERAGE TEACHER
EVERY SCHOOL DAY



4

EDUCATIONAL
DECISIONS MADE BY
AN AVERAGE TEACHER
EVERY MINUTE

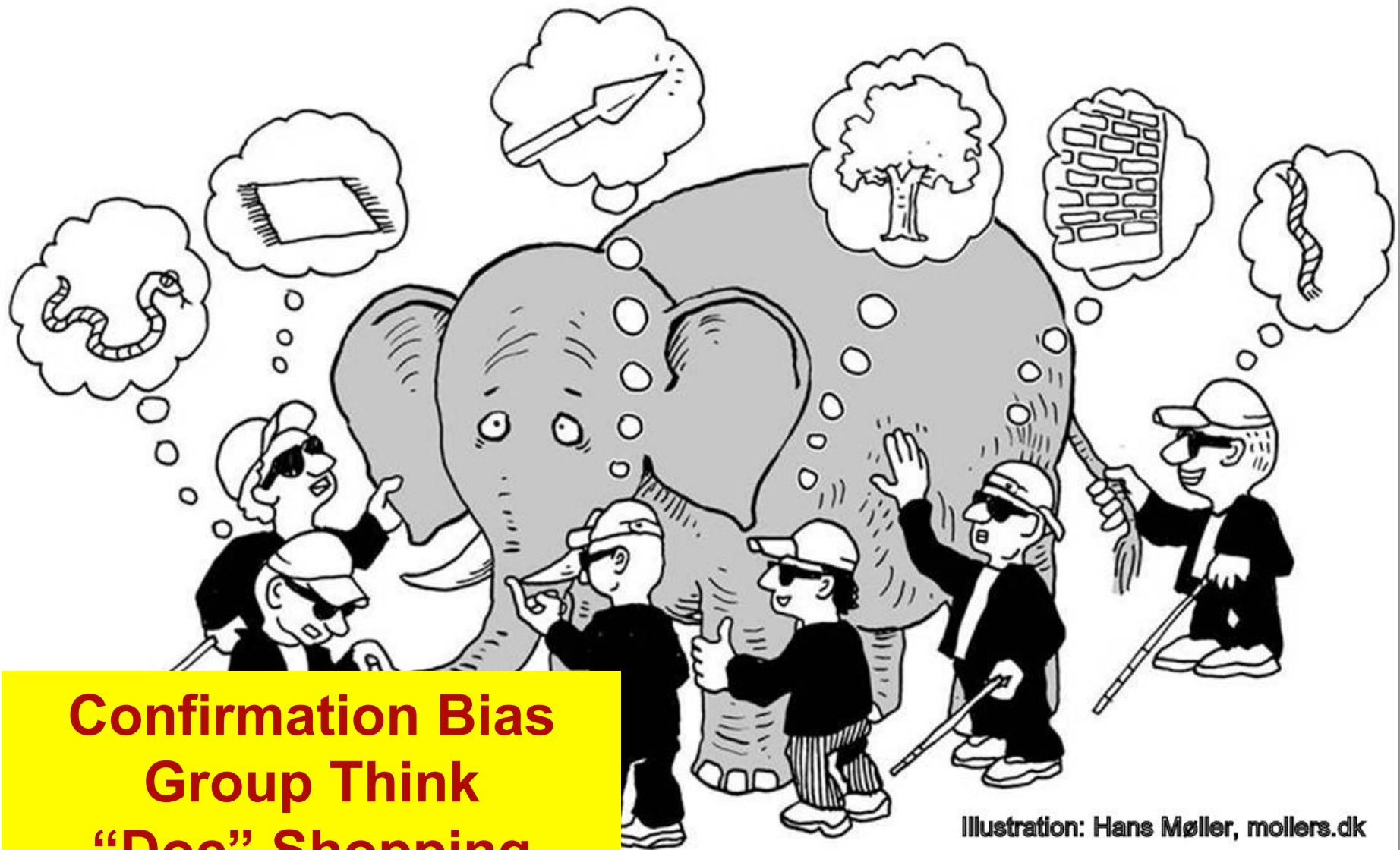
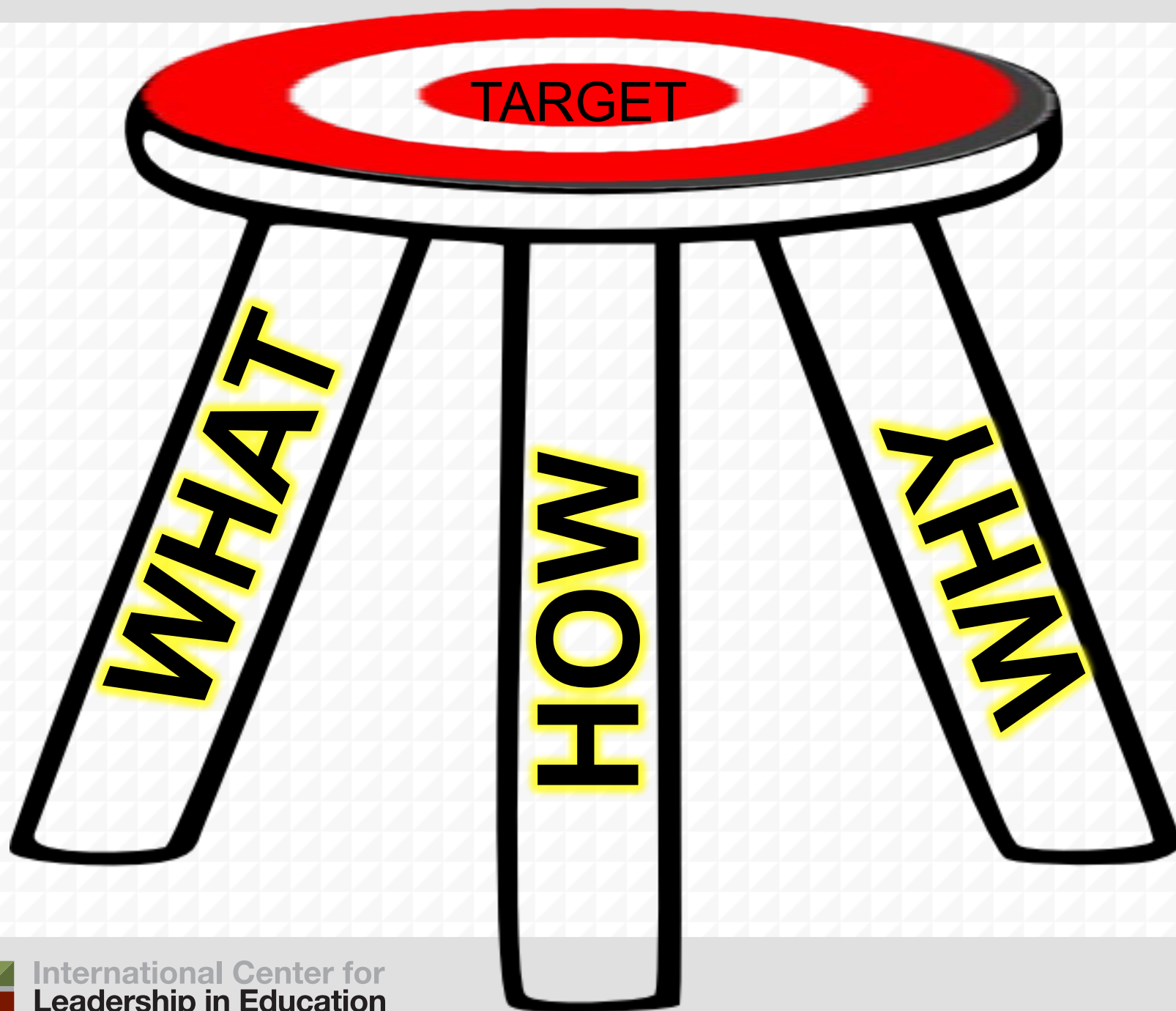


Illustration: Hans Møller, mollers.dk

**Confirmation Bias
Group Think
“Doc” Shopping**

Why?



THANK YOU!

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