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The author
believes that
instruction in
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can nurture the process of teaching. He describes four types of thought that are particularly compatible with English and language arts instruction: (1) contextual thinking, (2) thinking that

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facilitates the construction of meaning, (3) thinking that enhances knowledge development, and (4) thinking that results in higher-order learning. The author maintains that gearing English and

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Language arts
instruction to
these four types
of thought
requires
significant
shifts in both
the form and
function of
instruction. At
the same time,
he says, middle
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teachers can better enhance the natural cognitive processes involved in learning. He shows that the teaching and reinforcing, or cultivation, of thinking has the potential to illuminate the

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Critical and
language arts
content in ways
previously not
experienced. - -

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Leadership") is
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leaders in
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Settings who are responsible for curriculum

development, professional growth, and improving

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as a facilitator
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that topic to
educational
supervision and
provides
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order to direct
the reader to
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is also a "Guide
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