



# AVID Bridges to Success:

A Schoolwide Approach

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## How to Use This Book

*AVID Bridges to Success: A Schoolwide Approach* was developed to help teachers, counselors, administrators, and District Directors integrate high-engagement AVID strategies across the entire campus. The tools within this book will support educators as they implement, refine, and assess WICOR® (Writing, Inquiry, Collaboration, Organization, and Reading) schoolwide.

### Chapter Structure

**Chapter Outlines:** Each chapter begins with an outline, which is designed to help you understand what content is present within the chapter, as well as a numbering system to help you locate the desired resources.

**Chapter and Section Introductions:** These introductory pages provide background information about the strategies discussed within the chapter or section, the research that supports their efficacy, and how they connect to the mission of preparing all students to be college-ready.

**Activities:** For each activity, the student objective, overview of the activity, required materials and set-up, instructional steps, and extension options are explained in detail. The extension options include ideas for increasing rigor (i.e., extending the skill or deepening students' thinking), increasing scaffolding (i.e., building the skill), and/or integrating additional technology. Following each activity are the teacher resources or student handouts that pertain to the activity. Additionally, the activities connect teachers to related supplemental resources that are available on the MyAVID website.

### Digital Resources

A digital version of this book is available via the *AVID Bridges to Success: A Schoolwide Approach* webpage on MyAVID. In the digital version, hyperlinks to content on MyAVID as well as outside resources are available.

If utilizing the print version of the book, you are encouraged to visit <https://my.avid.org/curriculum> to access supplemental web resources.

# AVID History and Philosophy

## HISTORY

What started with just one dedicated teacher and 32 students is today the largest college-readiness system in the nation, impacting nearly 2 million students annually in 45 states and across the U.S., plus schools in DoDEA, Canada, and Australia. With more than three decades of research, AVID proves that students from low-income families with limited educational backgrounds in their homes, communities, and schools can succeed at the highest levels when given support. The first AVID class assembled in 1980—led by English teacher Mary Catherine Swanson—is a testament to the efficacy of teachers everywhere. In the fall term of 2016–2017, 71% of the 2016 AVID high school graduates enrolled in either a two- or four-year college immediately after high school, compared to a national rate of 69%. This is exceptional considering that AVID students come from low-socioeconomic-status households at a rate almost two times higher than the nation overall. Because AVID is a system of “best teaching,” its practices resonate with all students and teachers, creating impressive schoolwide results.

## Beginnings/Origin

The impetus for the creation of Advancement Via Individual Determination (AVID) was federal court-ordered integration of the San Diego Unified School District after the courts ruled that 23 San Diego area schools were “racially isolated.” When the mandate took place, Swanson was the English Department Chair at Clairemont High School, which had a highly academic, upper-middle income, mostly Anglo student body. In 1980, a largely ethnically diverse group of 500 students from low-income families were bused to the campus, creating the illusion of disruption for many teachers at this suburban, middle-class school. Not wanting to deal with the problems they foresaw with the incoming students, many students and teachers fled to a brand new high school, leaving Clairemont in upheaval. Teacher expectations were low for these new students. Many assumed that they lacked parental support, motivation, and study habits to qualify for college, and most assumed that they would need watered-down curriculum to graduate. Swanson thought differently. She believed that with individual determination, hard work, and support, capable—but underachieving—students could succeed in rigorous curriculum and in college. From that belief, and despite resistance and doubt from her colleagues, AVID was born.

Swanson started her teaching career in 1966, teaching both remedial and advanced English classes. Her experience taught her that there was “less a difference between students’ abilities, than differences in their experiences at home and at school.” In her 1977 master’s thesis, she outlined what she believed were the practices that would support student acceleration and would later become the foundation of AVID: “a non-traditional classroom setting meeting the academic and emotional needs of individual students; the teacher as advisor/counselor/student advocate; emphasis on objective data; students



at the center of decision making regarding educational goals; student contracts outlining a willingness to work and setting learning goals; student support from teachers and skilled, trained tutors; a rigorous curriculum emphasizing academic reading and writing; and reliance on the Socratic process.”

With the help of her colleague and mentor, Jim Grove, Swanson created a program where underachieving students in the academic middle could succeed. In the fall of 1980, Swanson recruited a diverse group of 32 low-income students in the academic middle and enrolled them in college preparatory courses and the first AVID Elective class. They agreed to work hard and enroll in the most rigorous curriculum that the school offered. The AVID Elective included development of study skills, a curriculum focused on reading and writing for learning, and tutoring in collaborative study groups. The AVID signature tutorial groups incorporated writing for learning, inquiry, collaborative learning, organizational skills, and academic reading—later dubbed WICOR. In a letter to the superintendent of schools, the original AVID students wrote, “We have almost every minority group represented within our program, and we all [have] become really close, because we are all striving for the same goal—academic excellence. This is the key to AVID; we are like a supportive family where there is concern for us both academically and as people. We are proud to be AVID students and wish that students everywhere could have a program such as ours.” In 1984, 30 of Swanson’s original AVID students graduated, with 28 enrolling in four-year universities and two in community colleges.

The AVID strategies were so successful that one teacher accused the original AVID students of cheating, assuming “those kids” were capable of only D’s and F’s. Angry, the teacher demanded that the students retake the test, and Swanson and her students readily acquiesced. To the teacher’s surprise, the students passed again with flying colors. She not only apologized to the students, but she went on to become one of the most vociferous champions of AVID at Clairemont High School, telling other teachers, “You can’t believe what these kids can do!”

### **Early Vision of Schoolwide and AVID Curriculum**

Following the cheating accusation, Swanson realized that she needed to educate teachers about AVID so they would know that it wasn’t an elaborate cheating scheme, but a sound educational strategy. This realization led to the formation of the first AVID Site Team. Swanson knew that once teachers saw the strategies in practice and heard the testimonies of the students, they would support it. With help from Swanson, students led the Site Team meetings, explaining to teachers what worked to help them learn and what hindered their learning.

Teachers began to share methods and lessons based on the Site Team discussions. College professors of freshman courses were invited to join the Site Team, and together, the educators developed a compendium of materials based on the AVID tutorial practices. These content-specific materials were used for the first California statewide direct assessment of writing exams and became the basis for AVID’s curriculum.

Building off of the elective core curriculum, the curriculum expanded and focused on academic reading and writing for language arts–based classes and writing about science and mathematics through explanations of mathematical and science processes, clarifying that students understood the underlying tenets of the courses. Since teachers schoolwide used AVID strategies and curriculum with all of their students, in 1986, the San Diego Unified School District’s Testing and Evaluation Department found that Clairemont High’s schoolwide standardized test scores had improved 46% in language arts and 35% in mathematics—an increase higher than any of the other 16 high schools in the district. AVID was on its way to changing the face of education in America.

### **Growth**

Since AVID was so successful at Clairemont High School, the California Department of Education gave Swanson money to disseminate AVID throughout San Diego County in 1986. By 1987, 30 sites were implementing AVID, serving over 14,000 students. It wasn’t until 1991—when AVID was thrust onto the national stage—that the program would expand beyond California’s borders. News of AVID’s success had traveled to the Charles A. Dana Foundation in New York, and in 1991, Swanson was awarded the \$50,000 Dana Award for Pioneering Achievement in Education, making her the only public school teacher ever so recognized. The award received publicity in *The New York Times*, as well as many other publications, and states across the nation began clamoring for AVID in their schools. AVID soon spread throughout the nation and to the Department of Defense Dependents Schools overseas. This rapid growth led to the establishment of the associated nonprofit organization, AVID Center, in 1992.

### **Focus on Quality and Fidelity**

As AVID expanded, Swanson realized the importance of maintaining program quality and fidelity to ensure that wherever AVID was in place, the teaching methods and outcomes were the same. The first way that she accomplished this was through professional development to ensure that all teachers were properly trained in AVID strategies and given the support that they needed. Starting in 1986, AVID coordinators would gather monthly, delve into research that supported AVID, and share practical classroom issues that were then solved collaboratively. Site Teams met to work on WICOR strategies specific to their curriculum. When California state monies for professional development—which paid for substitutes—dried up in 1989, Swanson began AVID’s first Summer Institute, which would allow teachers to attend professional development without having to miss school. The first Institute lasted six days and was attended by approximately 260 educators. Today, AVID trains more than 40,000 educators each summer and countless more throughout the year, while continuing to provide world-class professional development opportunities to teachers across the nation.



The second way that Swanson assured fidelity to the AVID model was through the development of a certification process—which was called “Validation” in 1987. Ten “Essentials” for implementing the program were in the study (an eleventh, active Site Teams, was added later). The two most important points of data were increasing the percentage of all students enrolling in college preparatory curriculum, and increasing the number of students enrolling in college. In both categories, schools involved in AVID increased their success by more than 100%. At present, the certification process continues to provide schools with an annual opportunity to assess the effectiveness of their AVID Elective classes and monitor progress toward schoolwide implementation. It allows AVID schools to achieve student results, measure those results, and institutionalize successful methodologies throughout the school community. Today, through decades of quality professional development and fidelity of implementation, AVID has grown into the largest, most comprehensive college-readiness system used by schools to improve the academic preparation and performance of all students, especially those who are underrepresented in higher education institutions. What began in one high school classroom now spans elementary through higher education and impacts nearly one million students all over the globe. AVID is not just another program; at its heart, AVID is a philosophy. Hold students accountable to the highest standards, provide academic and social support, and they will rise to the challenge.

### **Focus on All Students**

At the core of AVID’s mission is the belief that all students can successfully achieve when they are held to high expectations and properly supported. Woven throughout AVID’s curriculum and philosophy are the Culturally Relevant Teaching (CRT) practices that help educators build authentic relationships, hold high expectations, empower student voices, engender self-advocacy, respect experiences, and build on assets. Together, these practices help foster a learning environment that is safe and empowers students to grow intellectually. In addition, all of AVID’s curriculum incorporates a wide variety of English Language Learner (ELL) strategies to purposefully support English language acquisition and promote the utilization of academic language in order to develop literacy and ensure college readiness.

## THOUGHT LEADERS

Although AVID was developed through the teaching experiences of founder Mary Catherine Swanson, an early and ongoing research base for AVID testifies to the excellence of its practices.

### Early Influences

An early influence for Swanson was William Glasser. In *Control Theory in the Classroom*, Glasser (1986) advocated for learning teams that allow students to work together to achieve a goal, rather than working in isolation. According to Glasser, learning groups satisfy the four basic psychological needs for students: belonging, power, freedom, and fun. Learning groups are successful because students know that they are no longer alone in their struggles, and they often perform better for their peers than for their teachers. Glasser's work supported the collaborative work that was, and still is, the heart of the AVID classroom.

Another early influence was Dr. Philip Uri Treisman, a mathematics professor at University of California, Berkeley. Swanson met Treisman in 1986 and learned that he, too, experimented with collaborative study groups. Treisman was struck by the high rate at which African American students failed his calculus classes and the high rate at which Chinese students excelled at the same coursework, so he set out to determine why. What Treisman (1986) discovered was that while Chinese students worked collaboratively—studying together and critiquing each other's work—the African American students worked in isolation for fear of being thought of as unintelligent. They also maintained a sharp distinction between their academic and social lives. As a solution, Treisman developed a pilot math workshop, through which students worked in collaborative groups where they struggled with difficult calculus problems.

His results paralleled Swanson's: When students work together to clarify understandings, they conquer coursework. Treisman became a founding board member of AVID Center in 1992.

As AVID grew, it continued to evolve its practices based on research.

### Growth Thought Leaders

Learning to think and thinking to learn are both key concepts in the AVID classroom. Arguably the biggest influencer of the inquiry method at AVID is Dr. Arthur Costa, professor of education emeritus at California State University, Sacramento. Costa's Levels of Thinking range from lower order thinking skills (Level 1: gathering information) to higher order thinking skills (Level 2: processing information and Level 3: applying information). According to Costa (2001), "Meaning making is not a spectator sport. It is an engagement of the mind that transforms the mind. Knowledge is a constructive process rather than a finding" (p. 12). To better understand the content being presented in their core subject areas, it is essential for students to learn to think critically and to ask questions with higher levels of inquiry. By asking higher levels of

questions, students deepen their knowledge and create connections to the material being presented. Higher-level questions are at the heart of the AVID tutorial because they prompt inquiry—a process that enables students to become independent thinkers who master their own learning. With the help of Costa’s Levels of Thinking, AVID is able to develop students who are fluent in the thinking process—students who know not just *what* to think, but *how* to think.

In *What Works in Classroom Instruction*, Marzano, Gaddy, and Dean (2000) offer nine categories of effective instructional strategies that produce “the highest probability of enhancing student achievement for all students in all subject areas at all grade levels” (p. 10):

- Identifying similarities and differences
- Summarizing and note-taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Setting goals and providing feedback
- Generating and testing hypotheses
- Activating prior knowledge

These best teaching practices are embedded and incorporated throughout the curriculum and across the AVID System.

### **Current Thought Leaders**

Today, AVID is highly influenced by the work of Carol Dweck, one of the world’s leading researchers in the field of motivation and professor of psychology at Stanford University. Her research focuses on why people succeed and how to foster success. In *Mindset: The New Psychology of Success*, Dweck (2006) posits that we look at the world with either a “fixed mindset” or a “growth mindset.” The former is characterized by the belief that talents and abilities are fixed, and no amount of work can change them. The latter is characterized by the belief that talents and abilities can be developed through hard work and education. She argues that students can, and should, be taught that effort can lead to positive changes and success; students will rise to the challenge if they know that success is not the province of the naturally gifted, but is available to all through hard work and individual determination. Dweck’s work supports AVID’s central philosophy that *all* students—no matter their backgrounds—have not only the right, but the ability to succeed.

AVID began with a strong research base and continues today to strengthen and validate its practices with research-based strategies and theories from today’s best and brightest minds in the arena of education and brain research.

For a more complete list of AVID’s thought leaders, visit [www.avid.org](http://www.avid.org).

## AVID SCHOOLWIDE

What began decades ago with one teacher in one classroom preparing students for the rigors of postsecondary education quickly outgrew the confines of just one class. The successes of that teacher drove the expansion of the AVID Elective into a model of systemic reform that empowers schools to prepare more college-ready students on their campuses.

### How It Works

AVID Schoolwide works through transforming four key domains of operations: Instruction, Systems, Leadership, and Culture. By focusing on these domains, AVID's philosophy and methodologies become deeply ingrained, and the benefits of AVID are widely experienced.

#### Instruction

It is instruction that incorporates the cornerstones of AVID's foundational tools—Writing, Inquiry, Collaboration, Organization, and Reading. When teachers participate in professional learning opportunities, implement WICOR strategies in their classrooms, and commit to success, they produce a learning environment where all students are equipped to tackle complex issues, problems, and texts.

#### Systems

AVID Schoolwide works to implement or reform systems that open access to the most rigorous courses in order to support college readiness beyond the AVID Elective. Data collection and analysis, opportunities for teachers to learn and refine their instructional practice, master schedule development, and student and parent outreach are examples of systems touched by AVID Schoolwide.

#### Leadership

Leadership sets the vision and tone that promotes college readiness and high expectations for all students in the school. The principal and a calibrated leadership team—including representatives from the AVID Site Team—work together to ensure that the school's mission and vision statements align with AVID's philosophy of open and equal access to rigorous courses and that resources are allocated to promote college readiness and high expectations for all students.

#### Culture

It is evident that AVID Schoolwide transforms a school when the AVID philosophy progressively shifts beliefs and behaviors, resulting in an increase of students meeting college-readiness requirements. A site builds this intentional culture by engaging parents, students, and teachers; focusing on community support; and establishing a mindset that all students can benefit from rigorous and challenging coursework.

## Outcomes

When implemented with intentionality and fidelity, the AVID Schoolwide approach results in a number of favorable outcomes. Short-term outcomes include an increase in: the number of students completing rigorous courses, student attendance, and the educational aspirations of students. Long-term outcomes include an increase in: high school graduation rates, the completion of college entrance requirements, the number of seniors applying to college, the number of students enrolling in college, and the number of rigorous courses. AVID Schoolwide provides a high-quality, equitable education for all.

## WICOR

Throughout the decades since AVID’s founding, through a continual cycle of improvement, the curriculum framework has been expanded and enhanced to ensure success for all students. One of the products of these decades of research is AVID’s foundational strategies for helping students succeed: writing to learn, inquiry, collaboration, organization, and reading to learn—WICOR. Based on what we know through brain research, learning has to be organized in such a way that students can build on existing schema to create new neural pathways. Pathways are only built if the brain has an opportunity to “wrestle” with new information—to figure out how the new fits with the old. This “wrestling” is best accomplished when we ask students to work actively with new information—they have to think, talk, write, read, and ask questions. When students are passive recipients of information, there is very little cognitive wrestling and critical thinking, and therefore, very little long-term learning—new pathways are unlikely to be formed. The AVID Center curriculum and learning team continues to review, improve, and refine the WICOR framework to support educators in reaching all students.

## W: Writing to Learn

As an English teacher, Swanson firmly believed that writing was essential to help students process and retain their learning and that if students couldn’t explain something in writing, they didn’t know it well enough. Today, AVID is still a proponent of “writing to learn,” which allows students the opportunity to use writing—be it Cornell notes, learning logs, or quickwrites—to make sense of information.

## I: Inquiry

The process of inquiry is also at the heart of the AVID class. Inquiry is “the question” that moves the learner to action, whether that be an explicit question or implicit questions that drive the process of working through ideas to a solution. Students uncover their understanding by asking critical questions. The goal is for students to analyze and synthesize materials or ideas to clarify their own thinking, probe others’ thinking and work through ambiguity. The key is for teachers to establish an environment where it is safe for students to engage in authentic inquiry—where wondering, questioning, and hypothesizing are fostered, and students recognize how to push each other’s thinking to higher levels.

### **C: Collaboration**

Collaboration was central to AVID from the beginning, when Swanson replaced all of the rows of desks with wide cafeteria tables to allow students to work in groups. Collaboration in AVID is about developing positive interdependence, working with others toward a common goal or goals, and tapping into the social, mammalian side of the brain in efforts to increase motivation and attention to rigor.

### **O: Organization**

The very first AVID students were required to carry binders to keep their class work organized. Today, the AVID binder is one of the cornerstones of the AVID class. However, organization is not just about the ability to organize and manage “stuff”; it is also the ability to organize and manage learning and self. Teachers can teach organizational skills by helping students find systems for recording homework and organizing their materials in a binder, in their backpack, and online. AVID’s primary focus, however, is teaching the more implicit organizational skills that help students see how their brains work, how they make sense of and organize information, how they apply specific strategies and monitor their outcomes, and how they take control of their learning.

### **R: Reading to Learn**

To develop the necessary college-readiness skills, students have to practice close and critical reading. The goal is to help students read for meaning, versus reading for identification, and to strategically gain meaning, understanding, and knowledge from print and other media.



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“ Technology tools must encourage meaningful learning, where the technology is extending the learning from students’ preexisting knowledge and helping them create new knowledge. ”

–Ellen Wartella

## AVID DIGITAL LEARNING FRAMEWORK:

### **The 4 A’s™**

#### **Adopt, Adapt, Accelerate, Advocate™**

Using digital tools for writing instruction supports students to deepen their understanding and skill with the writing process by allowing practice within authentic experiences that engage the students. Creating authentic digital writing experiences for students acknowledges the integral part technology plays in their lives. These experiences offer students an opportunity to collaborate, process their thinking, and gain new perspectives from a diverse audience beyond their classroom.

To support teachers to use digital tools with their students, AVID has developed a digital learning framework referred to as **The 4 A’s**. AVID’s **Adopt, Adapt, Accelerate, Advocate** framework provides educators with a pathway toward meaningfully integrating digital tools and WICOR instructional practices to differentiate instruction and increase students’ ownership of their learning.

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**Adopt** The adopt level focuses on **instructor modeling** of digital tools.

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**Adapt** The adapt level focuses on **student collaboration** using digital tools.

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**Accelerate** The accelerate level focuses on **student choice** of digital tools from a menu of options defined by the instructor.

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**Advocate** The advocate level focuses on **student selection** of digital tools and strategies to best accomplish the task at hand.

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**The 4 A’s** allow for flexibility in the application of technology. An educator may embrace the Adopt level for one activity and the Accelerate level for another. As you consider ways to implement the instructional practices in this book, use **The 4 A’s** as a lens to evaluate how the use of digital tools affects students’ learning and to provide a vision of where you might go next in your use of technology in the classroom.

<https://my.avid.org/curriculum>





CHAPTER ONE

# Writing



Visit the *AVID Bridges to Success* webpage  
on MyAVID for additional materials and resources.



## Chapter Outline

### Note-Taking

- 1.1: Focused Note-Taking
- 1.2: Interactive Notebooks

### Summarizing and Reflective Writing

- 1.3: Learning Logs
- 1.4: Quickwrites
- 1.5: Journal Writing
- 1.6: 3–2–1

### Writing to Process Content

- 1.7: Stretching and Expanding Sentences
- 1.8: Essay Writing With Evidence
- 1.9: Sentence Frame Prompts



## Writing

Writing can be considered the physical manifestation of thought—a direct product of cognitive processes. Writing in order to process learning can be an effective strategy in helping students to activate background information, guiding them in making connections to other texts or lessons, and encouraging them to reflect on their learning. An especially useful feature of writing is that it organizes and clarifies our thoughts. Through methodical written expression, we can progressively think our way into familiarity with a subject, making it our own. Writing enables us to find out what we truly know and, conversely, what we don't know about whatever topic we are trying to study (Zinsser, 1993). This strategy can be implemented across all subject areas to deepen and solidify a universal sense of understanding. This chapter will focus on “writing to learn” and “reflective writing” as strategies to facilitate deeper interactions between students and educational content. Writing-to-learn activities are usually short, informal writing pieces that allow students to express their thoughts, subsequently enabling them to interpret connections and examine relationships. Typically, this type of writing is not formally graded, but can be used by the teacher to informally monitor learning via formative assessment of the student. This writing strategy provides the teacher with an opportunity to adjust their own style of teaching to match the pace and needs of the students, as they gradually begin to exhibit their unique patterns of learning.

Writing to learn differs primarily from the process of learning to write in that writing to learn wholly lacks the intention to revise the text repeatedly in order to produce a published work. Instead, writing to learn is intended to serve as a catalyst in the search for meaning. Writing should not be isolated to English language arts classrooms; educators should elect to integrate this technique across curricula in all content areas. Writing in order to process learning is often left out of content classrooms due to a widespread overemphasis on process writing, as well as the mainstream confusion between learning to write and writing to learn (Fisher & Frey, 2003). Writing-to-learn strategies do not focus on the core mechanics of learning to write; rather, they emphasize the understanding of content.

The act of putting thoughts into writing and sharing them with others can motivate students to provide evidence, details, and support for their views. Reading comprehension is increased when students are required to process text-based ideas that they must subsequently summarize or reflect upon through writing. Writing also prepares students for classroom discussions, inquiries, and collaboration opportunities. While educators occasionally refer to summarization and note-taking as mere “study skills,” they are two of the most powerful skills that students can cultivate. The use of written structures provides students with proven tools for identifying and understanding the most important aspects of what they are learning (Marzano, Pickering, & Pollock, 2001).

By the end of this chapter, the reader will be able to:

- Teach students writing-to-learn strategies in order to help them reflect on learning, make connections, and clarify thoughts.
- Utilize writing as a tool to deepen learning across all content areas.
- Engage students in metacognition and critical thinking.



## Note-Taking

Strategic note-taking can assist students with self-regulation and help facilitate understanding. Educators often view note-taking as evidence for the receipt of knowledge. However, the real learning occurs when students are able to utilize their notes in order to derive deeper meaning and infer connections. Studies have demonstrated that students who write down information during a lecture have a slightly improved rate of retention over those who merely listen to the speaker. The rate of retention is enhanced even more significantly when students make use of a second process. When students review their notes outside of the lesson, they will learn more about what was taught (Kobayashi, 2006).

The process of note-taking and the ensuing utilization of notes must be intentionally modeled and taught to students. Most importantly, students should understand the underlying purpose of taking notes. The simple act of writing information down on paper is not enough to solidify understanding. Note-taking should record information that is presented in the lesson, but should also serve as a tool for processing and making sense of content. Students should be taught to use symbols for the representation of ideas, as well as how to paraphrase and summarize information within the context of their notes. Time should be spent demonstrating effective note-taking skills and how to utilize notes to support learning during all content classes.

## 1.1 Focused Note-Taking

### Student Objective

Students will be able to determine a purpose for their own note-taking and consider how that purpose drives the form and content of their notes.

### Overview

“Why am I taking notes?” is the key question that students should ask themselves before embarking on the note-taking experience. Instructors might ask themselves a similar question: “Why am I asking my students to take notes?” Beginning with a purpose in mind helps the note-taker make strategic decisions about the form and content of notes. Note-taking itself should never be the end goal in a learning experience.

### Materials/Set-Up

- Teacher Resources:
  - [1.1b: Selecting the Appropriate Format for Note-Taking](#)
  - [1.1c: Two-Column Notes Ideas](#)
  - [1.1d: Three-Column Notes Ideas](#)
  - [1.1e: The Rate of Forgetting](#)
- Student Handouts:
  - [1.1a: Overview of the Focused Note-Taking Process](#)
  - [1.1f: Note-Taking Checklist](#)

### Instructional Steps

#### Phase 1: Taking Notes

- Use [Student Handout 1.1a: Overview of the Focused Note-Taking Process](#) to review the five stages of the note-taking process.
- Begin the note-taking process by using [Teacher Resource 1.1b: Selecting the Appropriate Format for Note-Taking](#) to determine the style of notes that will best fit the needs of the instruction.
  - Some formats can be combined (e.g., two-column notes or mind maps can be combined with Cornell notes).
- Have students record their name, objective, Essential Question, and notes in the appropriate format.
  - If using Cornell notes or interactive notebooks, instructional notes should be taken on the right side of the page.
  - For ideas on how to structure content within notes, see [Teacher Resource 1.1c: Two-Column Notes Ideas](#) and [Teacher Resource 1.1d: Three-Column Notes Ideas](#).
- Students should leave space in the notes for additions and revisions.

#### Phase 2: Processing Notes

- Revisiting and revising one’s notes is one of the most critical parts of retaining information. Refer to [Teacher Resource 1.1e: The Rate of Forgetting](#) to determine key points for review.
- Refer to [Student Handout 1.1f: Note-Taking Checklist](#) to help support the types of revisions that should occur during this phase.

#### Phase 3: Connecting Thinking

- To connect thinking, students should review their notes with the purpose of adding layers of thinking.



- Possible layers could include:
  - Additions: vocabulary, missing concepts, important points or ideas
  - Clarifications: define or rephrase concepts, add symbols or pictures
  - Examples: provided by textbook or teacher, visuals or memory triggers
  - Making Connections: text-to-text (subject to other texts), text-to-self (subject to their own life), text-to-world (subject to the world), text-to-purpose (subject to the purpose of the notes)
  - Wondering or Questioning: develop questions (see [Student Handout 2.2e: Costa's Levels of Thinking: Vocabulary](#)), add “I wonder...” statements to notes
- Collaboration can enhance any phase of the layering process by allowing students to work together on creating additional layers.

#### **Phase 4: Summarizing and Reflecting on Learning**

- Have students identify important ideas, which may include some of the following:
  - Revisit your notes, paying attention to the layers.
  - Focus on each chunk of notes. What are the big ideas or essential vocabulary?
  - Think about how those chunks fit together.
  - Think about what belongs in a summary and what doesn't.
- Have students write a summary, which would include the following steps:
  - Review the Essential Question.
  - Ensure that the summary is in full sentences.
  - Capture big ideas and essential details. Use the most important words and phrases from your word bank.
- Have students add a reflection, which would include the following steps:
  - Review the note-taking purpose.
  - At the end of the summary, add a reflection that expresses how these notes will be useful to you in the future.
  - Connect with what is meaningful and impactful to you.

#### **Phase 5: Applying Learning**

- As an educator, consider designing learning experiences in which note-taking plays a vital part in student success. Some ideas might include:
 






<ul style="list-style-type: none"> <li>• Socratic Seminar/ Philosophical Chairs</li> <li>• Debates</li> <li>• Problem-solving</li> <li>• Researching a topic</li> </ul>	<ul style="list-style-type: none"> <li>• Writing (narrative, argumentative, or expository)</li> <li>• On-demand writing</li> <li>• Speeches</li> </ul>
---	--

#### **Extension**

- To increase scaffolding, utilize time for collaboration at various points in the note-taking process.
- To integrate technology, visit [ebinders.net](http://ebinders.net) to learn about taking notes electronically.

## Overview of the Focused Note-Taking Process

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

<p><b>Taking Notes</b></p> 	<p><b>Create the notes.</b> Select a note-taking format, set up the notes, and write notes based on an information source (e.g., lecture, book, website, article, video), selecting, paraphrasing, and arranging the information in a manner that meets your note-taking objective.</p>
<p><b>Processing Notes</b></p> 	<p><b>Think about the notes.</b> Revise notes—by underlining, highlighting, circling, chunking, questioning, adding, deleting—to identify, select, sort, organize, and classify main ideas and details. Evaluate the relative importance of information and ideas in the notes.</p>
<p><b>Connecting Thinking</b></p> 	<p><b>Think beyond the notes.</b> Analyze the notes using inquiry to make connections and deepen content knowledge by asking questions and adding your own thinking to create greater understanding, identify gaps or points of confusion, and connect to what you already know.</p>
<p><b>Summarizing and Reflecting on Learning</b></p> 	<p><b>Think about the notes as a whole.</b> Pull together the most important aspects of your notes and your thinking about them to craft a summary that captures the meaning and importance of the content and reflects on how the learning helps you meet the note-taking objective.</p>
<p><b>Applying Learning</b></p> 	<p><b>Use the notes.</b> Put your notes to use as a resource or learning tool to help you apply or demonstrate what you have learned.</p>



## Selecting the Appropriate Format for Note-Taking

The chart below examines the key features of several note-taking formats. Educators and note-takers should consider the purpose for note-taking to determine which format will be most appropriate.

Type of Notes	Description	Uses and Caveats
Cornell Notes	Cornell notes include a space at the top to write the Essential Question, a large column on the right for the notes themselves, a slimmer column on the left for questions, and a place for a summary at the end.	The format facilitates the phases of the focused note-taking process by designating space for note-taking, connecting, and summarizing. The column for notes may be lined or unlined and can be used with many note-taking styles.
Two- and Three-Column Notes	These are a structured form of note-taking in which content is organized into two or three columns based on note-taking objectives and the purpose of the lesson.	This style of notes is useful when information is highly structured or the note-taker's response to the information follows a repetitive pattern. It can also be useful if the instructor wants to build in space for student input or processing in multiple modes. The headings or purposes for the columns can be adapted to many situations and note-taking styles, both linguistic and visual, and are usually determined by the instructor.
Sketchnotes, Mind Map, or One-Pager	These are all graphic forms of notes in which information is represented with a combination of pictures, shapes, symbols, and text.	The visual nature of these styles of notes engages learners who thrive on creativity, allows note-takers to make connections among ideas, and appeals to students who like to doodle and draw. Because these types of notes are inherently nonlinear, sequential information can be difficult to represent.
Graphic Organizer	These can take the form of diagrams, webs, flowcharts, concept maps, and other visual organizers, which use shapes, arrows, and lines to show the connections between ideas. The instructor or note-taker will predetermine the best organizational format to use to meet the note-taking objective.	Graphic organizers help students see patterns and connect ideas. These help learners produce nonlinguistic representations of learning in their minds. They may be used as the sole note-taking structure for an entire lesson or interspersed into traditional notes, as needed, to clarify a relationship.
Interactive Notebook	An interactive notebook is a living archive of student learning that is set up on facing pages in a notebook. Typically, right-side pages are used for teacher input (e.g., notes, texts, handouts), while the left-side pages are designated for student processing and reflection on the content from the facing page.	Notes are one component that appear frequently in interactive notebooks. The format itself encourages reflection and student input on the notes. Interactive notebooks are usually teacher-assigned for a particular course, so they would be less useful for student-driven note-taking or research.

## Two-Column Notes Ideas

Main Idea	Details
Claim	Evidence
Cause	Effect
Concept	Example
Term	Definition
Hypothesis	Results
Steps (in a process)	What the Step Looks Like (drawing or explanation)
Historical Event	Details
Character (in a story)	Traits
Philosopher's Name	Major Ideas and Works
Question	Answer
Vocabulary Word and Definition	Visual Representation, Sketch, or Example
Math Problem Solved (show work)	Explanation of the Steps to Solve It
Idea	Commentary (pros, cons, and considerations)
Person	Accomplishments
Issue	Connection to Self, Another Text, or the World
Component (e.g., part of a cell, branch of government)	Function
Fact/Person/Term/Event/Work	Significance

## Three-Column Notes Ideas

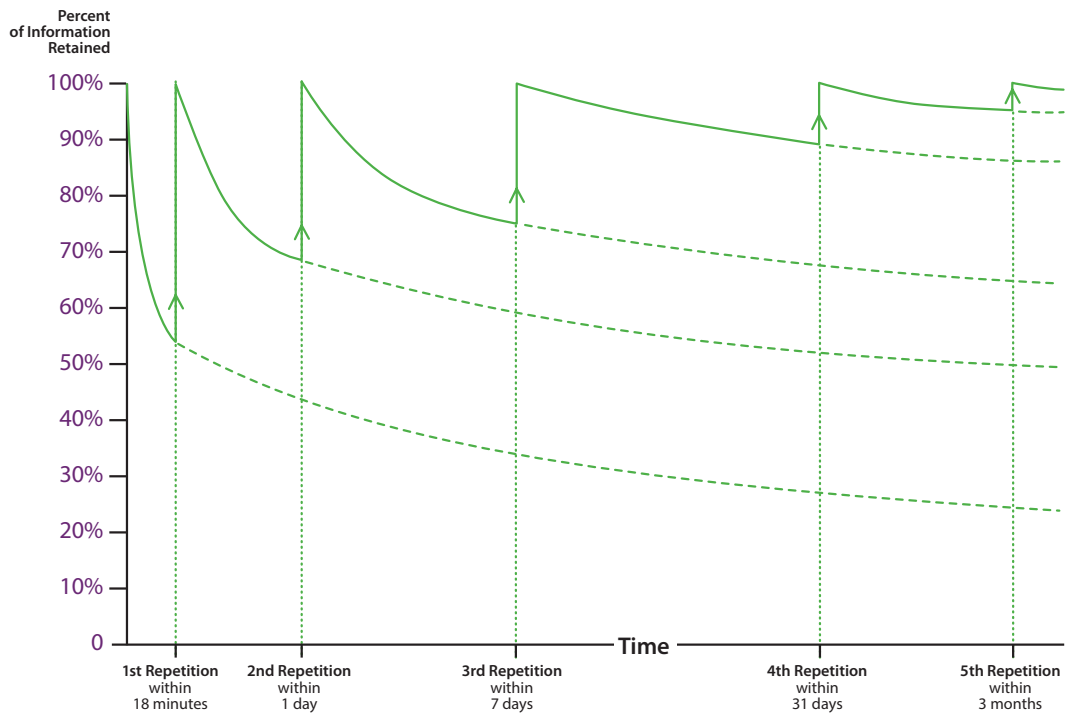
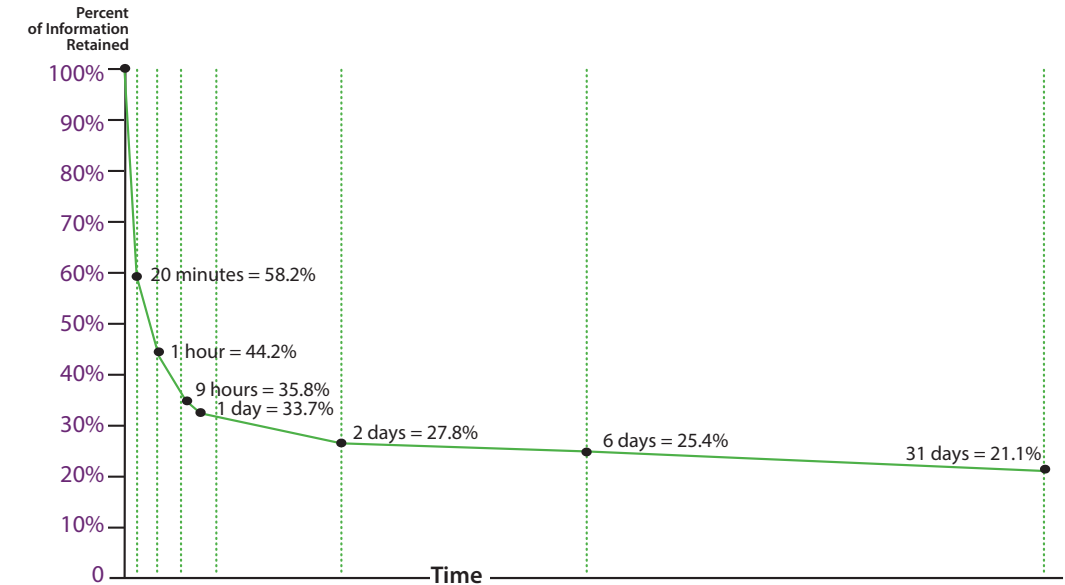
First Source	Second Source	Connections
Differences of First Idea	Similarities	Differences of Second Idea
Vocabulary Term	Definition/Explanation	Visual or Sentence
Know	Want to Know	Learned
Description	Information	Importance
Something Being Observed	Observations	Conclusions
Name	Characteristics	Real-World Examples
Questions	Book Notes	Class Notes
Topic	First Source	Second Source
Cause	Effect	Importance
Pre-Reading	Reading Notes	Post-Reading Thoughts
Person	Accomplishments	Challenges
Concept	Advantages	Disadvantages
Artwork and Artist	What the Book Says About It	Thoughts and Observations
Title	Summary	Themes

# The Rate of Forgetting

“The more a piece of information is repeated or relearned, the stronger the neurons become, and the connections becomes like a well-worn path through the woods. ‘Frequency’ and ‘recency’ are the key words here—the more frequently and the more recently we learn something, and then recall it or use it again, the more entrenched the knowledge, whether it’s remembering the route between home and work or how to add a contact to your smartphone’s directory.”

—Frances E. Jensen & Amy E. Nutt, *The Teenage Brain*

## Rate of Forgetting Without Study/Repetition



Ebbinghaus, H. (1885). *Memory: A contribution to experimental psychology*. New York, NY: Dover.



## Note-Taking Revision Checklist

Review and revise your notes. Use the symbols below to revise your notes.

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Completed	Symbol	Revision
<input type="checkbox"/>	<p>123 ABC</p>	1. Number the notes for each new concept or main idea.
<input type="checkbox"/>	<p>Key Word</p>	2. Circle vocabulary/key terms.
<input type="checkbox"/>	<p>Main Idea</p>	3. Highlight or underline main ideas.
<input type="checkbox"/>	<p>^</p>	4. Fill in gaps of missing information and/or reword/rephrase in red.
<input type="checkbox"/>	<p><del>Unimportant</del></p>	5. Delete/cross out unimportant information by drawing a line through it with a red pen.
<input type="checkbox"/>	<p>?</p>	6. Identify points of confusion to clarify by asking a partner or teacher.
<input type="checkbox"/>	<p>*</p>	7. Identify information to be used on a test, essay, for a tutorial, etc.
<input type="checkbox"/>	<p>Visual/Symbol</p>	8. Create a visual/symbol to represent important information to be remembered.

## 1.2 Interactive Notebooks

### Student Objective

Students will construct a notebook that encourages independent thinking, promotes organization, and helps to master information.

### Overview

The interactive notebook is an organizational system that offers many opportunities to process, summarize, reflect, and create information. This system encourages students to dig into information at a deeper level than a regular notebook. The notebook should include things like a personalized cover, author's page, and table of contents. The notebook pages should be set up with a right side, which is teacher-directed and referred to as the "input" side, and a left side, which is student-directed and referred to as the "output" side.

### Materials/Set-Up

- Student Handouts:
  - [1.2a: Interactive Notebook Guidelines](#)
  - [1.2b: Author's Page Directions](#)
  - [1.2c: Unit of Study Title Page](#)
- Notebooks (spiral or composition)
- Glue sticks
- Colored pencils

### Instructional Steps

#### Interactive Notebook: Set-Up

- Each student will need a personal notebook.
- To help promote ownership, each student should create a personalized notebook cover.
  - This may resemble a collage and include words, quotations, drawings, and cut-out pictures.
- Inside the front cover, students will glue in [Student Handout 1.2a: Interactive Notebook Guidelines](#).
- Have students number the pages of the entire notebook. Decide where students should place the page number so that all books are consistent. To simplify, students could place the number on the bottom-middle of the page.
- The first page of the notebook is an ideal spot for the author's page. When creating a title page, students may utilize [Student Handout 1.2b: Author's Page Directions](#).
  - The author's page can be a way to get to know your students better while also fostering their ownership of the notebook.
- The table of contents follows. Have students title the next two to four pages "Table of Contents."



### **Interactive Notebook: Title Page (Teacher-Directed)**

- At the beginning of each unit of study, a title page is appropriate.
  - This page is a great opportunity for students to sample the upcoming information.
- This is the first input, or right-side, page of the new chapter or unit of study.
- When creating a title page, students may utilize [Student Handout 1.2c: Unit of Study Title Page](#).
  - A title page should include the name of the chapter or unit of study, a visual representation, a brief introduction, and a personal connection.

### **Interactive Notebook: Input Page (Teacher-Directed)**

- Input pages include information provided to students by the teacher that should be interacted with and studied. (See [Student Handout 1.2a](#) for a list of content options for input pages.)

### **Interactive Notebook: Output Page (Student-Directed)**

- The output page is the place for students to process and reflect on the information given. (See [Student Handout 1.2a](#) for a list of content options for output pages.)
- Students must actively do something with the information before they can internalize it.
- A tool to help process information is the use of color. The use of four different colors helps the brain's neurons activate and energize.

### **Extension**

- To increase rigor, build an expectation into the process that students will use output-side activities to directly apply information (Costa's Level 3) to their own lives.
- To increase scaffolding, prepare handouts for students to glue into notebooks.
- To integrate technology, create a digital interactive notebook, using notebook apps or Google Slides.

## Interactive Notebook Guidelines

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Left Side (Output)	Right Side (Input)
<p style="text-align: center;"><b>Process and Reflect</b></p> <p><b>On the left side, you will...</b> Use color and organize information to help your brain learn.</p> <p><b>Content Options:</b></p> <ul style="list-style-type: none"> <li>• Interpretations and Reactions</li> <li>• Illustrations/Pictures/Cartoons</li> <li>• Songs/Poems</li> <li>• Graphic Organizers/Charts</li> <li>• Graffiti</li> <li>• Advertisements</li> <li>• Brainstorming</li> <li>• Personal Responses and Questions</li> <li>• Summaries (could go on either side)</li> </ul>	<p style="text-align: center;"><b>Information to Study</b></p> <p><b>In the right side, you will...</b> Record the date and label each assignment.</p> <p><b>Content Options:</b></p> <ul style="list-style-type: none"> <li>• Learning Targets or Student Objectives</li> <li>• Focused Notes (teacher, video, book/articles)</li> <li>• Vocabulary</li> <li>• Classroom Activities</li> <li>• Worksheets/Handouts/Labs</li> <li>• Practice Problems</li> <li>• Summaries (could go on either side)</li> </ul>



## Author's Page Directions

---

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

*The author's page in your interactive notebook provides an opportunity for personalization and creativity!*

### Checklist

- A picture or illustration of you
- A future goal
- Four descriptive words that represent you, written in large, bolded print
- A quotation to live by
- At least four drawn symbols or pictures that represent you
- A written or drawn representation of your skill strengths (academic/hobbies/etc.)
- Responses to the following three sentence starters:
  - I wonder...
  - I wish...
  - What if...?

## Unit of Study Title Page

---

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Unit of Study: \_\_\_\_\_

Visual Representation	Brief Introduction
Important Vocabulary	Personal Connection

## Summarizing and Reflective Writing

Summarization helps students to isolate the most important ideas in a text, omit unimportant details, and identify the central idea or message within content. Truly summarizing a work requires more than simply restating the raw elements of information presented. Students should instead be asked to process, link, and make judgments about important ideas presented in the text. Summarizing should require students to create a more personalized, parsimonious account of the information gleaned from their critical-input experience (Kintsch, 1979). Being able to summarize information supports the development of reading comprehension, as well as an overall understanding of content.

Reflective writing is a metacognitive process that allows students to make connections to prior learning, self-reflect on needs and strengths, and make their own thinking and understanding visible. It can be employed before and after partner, small-group, or whole-class discussions and provides the learner with an opportunity to be active, aware, and engaged in critical thought. Some examples of reflective writing that will be explored in this chapter include learning logs, journaling, and quickwrites. These strategies will emphasize a personal connection to learning, simultaneously providing an outlet to emotional reactions, a tool for problem-solving, and an organized structure for documented learning.

## 1.3 Learning Logs

### Student Objective

Students will provide a written reflection on their perception of what is being learned as well as how they are learning.

### Overview

A learning log is a written record of a student's thoughts, reactions, and responses to their learning that is kept over time. It focuses on specific subject-area material and provides a tool for tracking learning over a period of time. Learning logs can be used in any content area and include drawings, charts, data displays, solution options, and written labels. Learning logs can also include a metacognitive aspect as students reflect on what they learn, as well as how they personally process information and areas in which they need to develop. Teachers can use learning logs as a formative assessment for understanding of content that reveals students' perceptions and how they are processing content. The goal is for students to become analytical, reflective, and self-aware about their own learning process.

### Materials/Set-Up

- Teacher Resources:
  - [1.3a: Content-Specific Learning Log Prompts](#)
  - [1.3b: Learning Log Sample](#)
- Student Handouts:
  - [1.3c: Learning Log Starters and Prompts for Reflection](#)
  - [1.3d: Interest-Based Learning Log](#)
  - [1.3e: WICOR Learning Log](#)
  - [1.3f: Weekly Learning Log](#)
  - [1.3g: Application Learning Log](#)
- Student exemplars or teacher-prepared models of learning log format and responses

### Instructional Steps

- Select a format for students to use and model how to set up and structure the learning log. Consider having students keep the learning log in a binder, folder, or interactive notebook. A variety of templates may be used, depending on the purpose and content.
- Model the use of the format for students on chart paper or using a projected example. Include written content-based notes, drawings, and a metacognitive reflection on the personal learning process.
- Allow students to document their learning process using the teacher model as a reference.



- Ask students to share their learning log with a partner in order to obtain feedback through asking questions and receiving comments.
- Encourage students to share thought-provoking entries with a small group or the whole class.
- Assign learning log entries frequently to allow students the opportunity to document and reflect on their learning progression.
- Periodically review student entries to assess learning, support the process of setting student learning goals, modify instruction, and provide feedback to students.

### Extension

- To increase scaffolding, provide sentence stems in order to support language demands of the activity, as appropriate.
- To integrate technology, ask students to create an ongoing blog or Google Docs file containing charts, graphs, and visuals to document understanding.



## Content-Specific Learning Log Prompts

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### Math

- What do these symbols mean?
- In what areas outside of math class do we use percentages/decimals/fractions?
- How do you use math in the career of \_\_\_\_\_?
- Why do we learn algebra?
- Which strategy is most efficient? Why?

### English Language Arts

- What pre-reading strategy is most helpful to you? Why?
- What comprehension strategy is the most helpful to you? Why?
- Would you be friends with the main character? Why or why not?
- Why is it important for students to read a variety of genres?
- Evaluate this text using the F–L–I–P (**F**riendliness, **L**anguage, **I**nterest, **P**rior knowledge) strategy.

### Social Studies

- Which topic in this unit has been most difficult? Why?
- What is your opinion on this topic?
- Draw a visual of the three branches of government.
- What is unique to this culture? Compare and contrast with your culture.
- Explain in your own words how a bill becomes a law.

### Science

- Draw a diagram of a process/system/cycle and label it.
- Explain the experiment that you created, the resulting outcome, and how it supports or does not support your hypothesis.
- What might you do differently next time?
- Define important terms in your own words/visually.
- What ethical issues are related to this scientific content?

### Performing Arts

- How else might you depict \_\_\_\_\_?
- How does \_\_\_\_\_ represent \_\_\_\_\_?
- Why should people be knowledgeable about the arts?
- Do cultural arts enhance a person's life experiences? How so?
- What is your understanding of this piece of art?

# Learning Log Sample

Name: \_\_\_\_\_ Ty \_\_\_\_\_ Week of: January 11-15

AVID Daily Learning Log Reflections				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Reading and ELA: We read about the Pony Express and took notes on it.</p> <p>Math: We learned about multiples.</p> <p>Science/Social Studies: We learned about light energy through an experiment.</p> <p>Circle the strategies that we used:  <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">W</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">I</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">C</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">O</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">R</span> </p>	<p>Reading and ELA: We learned about Helen Keller.</p> <p>Math: We had a math test about multiples and wrote a reflection afterwards.</p> <p>Science/Social Studies: We learned about the forms of energy from reading our textbook.</p> <p>Circle the strategies that we used:  <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">W</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">I</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">C</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">O</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">R</span> </p>	<p>Reading and ELA: We had a binder check.</p> <p>Math: We learned the difference between factors and multiples.</p> <p>Science/Social Studies: We designed a robot that would be able to perform special tasks.</p> <p>Circle the strategies that we used:  <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">W</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">I</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">C</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">O</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">R</span> </p>	<p>Reading and ELA: We learned our text features.</p> <p>Math: We learned what PEMDAS is.</p> <p>Science/Social Studies: We learned about kinetic energy and designed an experiment in groups of four.</p> <p>Circle the strategies that we used:  <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">W</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">I</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">C</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">O</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">R</span> </p>	<p>Reading and ELA: We read about hurricanes.</p> <p>Math: We took notes on Greatest Common Factor (GCF).</p> <p>Science/Social Studies: We learned about renewable energy and brainstormed how to improve the environment.</p> <p>Circle the strategies that we used:  <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">W</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">I</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">C</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">O</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">R</span> </p>

## Learning Log Starters and Prompts for Reflection

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**Name:** \_\_\_\_\_ **Subject:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- My new learning is...
- Powerful words and a phrase that I learned are...
- I will use this information to...
- Today, I worked on...
- Questions that I have on this topic are...
- I want to learn more about...
- I was surprised when...
- I predicted...
  
- The most important idea that I picked up from the video/discussion/experiment/field trip/etc. was \_\_\_\_\_, and I can use it to \_\_\_\_\_.
  
- This lesson reminds me of \_\_\_\_\_ because \_\_\_\_\_.
  
- I think that I know why we are studying \_\_\_\_\_ because \_\_\_\_\_.
  
- My teacher wants me to understand that \_\_\_\_\_.
  
- If my friend missed class today, I would tell them that \_\_\_\_\_.
  
- What advice would you give next year's class about \_\_\_\_\_ [teacher-identified topic]?
  
- Write three sentences describing what you learned, making sure to cite evidence.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- Write two sentences explaining how and why you used a specific strategy.  
\_\_\_\_\_  
\_\_\_\_\_



## Interest-Based Learning Log

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Questions	Notes
What did you learn today?	



# WICOR Learning Log

Name: \_\_\_\_\_ Week of: \_\_\_\_\_

AVID Daily Learning Log Reflections				
Monday	Tuesday	Wednesday	Thursday	Friday
Reading and ELA:	Reading and ELA:	Reading and ELA:	Reading and ELA:	Reading and ELA:
Math:	Math:	Math:	Math:	Math:
Science/Social Studies:	Science/Social Studies:	Science/Social Studies:	Science/Social Studies:	Science/Social Studies:
Check the strategies that we used:	Check the strategies that we used:	Check the strategies that we used:	Check the strategies that we used:	Check the strategies that we used:
W I C O R	W I C O R	W I C O R	W I C O R	W I C O R





## Weekly Learning Log

---

**Name:** \_\_\_\_\_

**Begin Date:** \_\_\_\_\_

**Week of:** \_\_\_\_\_

---

English/Language Arts:

---

Mathematics:

---

Social Studies:

---

Science:

---

Other:

---

## Application Learning Log

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**Name:** \_\_\_\_\_ **Subject:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Apply the concepts you learned in class today to your life. How do they affect your everyday living?  
How would your life be different if the concepts you learned about today suddenly changed or ceased to exist?  
(Some examples might be gravity, democracy, a written language, multiplication, or the calculator.)*

## 1.4 Quickwrites

### Student Objective

Students will reflect on their current learning or thinking process by drawing a visual or writing a phrase, sentence, or short paragraph in response to a prompt.

### Overview

A quickwrite is a strategy that can be used in any content area to develop writing fluency, activate prior knowledge, make connections, build reflection into the learning experience, and informally assess student thinking. Quickwrites can be used before, during, or after a lesson, activity, video, or any other learning experience. This strategy asks learners to take two to five minutes to respond to an open-ended question or prompt in writing or by drawing a visual. The integration of writing and reading reinforces meaning construction and comprehension for the learner.

### Materials/Set-Up

- Prior to the activity, refer to [Activity 2.2: Costa's Levels of Thinking](#), as well as the related teacher resources, to aid in the creation of quickwrite prompts.

### Instructional Steps

- Plan lessons to include break points for students to complete a quickwrite. Quickwrites can be inserted at various points of a lesson, such as:
  - At the beginning of a lesson to access background knowledge
  - In the middle of a lesson to process information presented thus far, connect to prior knowledge, and predict upcoming information
  - At the end of a lesson to summarize the lesson or self-reflect on personal learning strategies
- Either verbally or in writing, provide a general or content-specific prompt. Suggested prompts include:
  - General: How does this concept relate to other content material that we have studied?
  - English Language Arts: Would you want to be friends with the main character? Why or why not?
  - Math: How can this concept be applied to a real-life problem?
  - Science: How do the ideas presented in this content material relate to your life?
  - Social Studies: What is the root of the conflict of this event? What is your evidence?

- Allow students to write quickly, without editing, for two to five minutes.
- Determine whether the quickwrite will be shared with a partner, in a small group, or with the whole class.
- Collect quickwrites as a formative assessment. These can be considered a “ticket out the door” activity to close a lesson. Assess and modify instruction based on student feedback.
- Have students occasionally self-assess their own quickwrites. Suggested prompts include:
  - Did I write throughout the entire allotted time?
  - Did I support my idea with key details?
  - How well did my writing create a stimulating discussion with my partner?
  - What other ideas do I have now?

### Extension

- To increase rigor, ask students to use Costa’s Levels of Thinking (see [Activity 2.2: Costa’s Levels of Thinking](#)) to generate their own prompts or create prompts for their peers.
- To increase scaffolding, allow students to quickdraw or participate in quick chats.
- To integrate technology, ask students to create an ongoing blog or quickwrite journal on Google Docs. Quickwrites should be organized by topic and kept as a running reflection throughout the school year.



## 1.5 Journal Writing

### Student Objective

Students will use writing to reflect on their learning, make personal connections, and apply their learning to the real world around them.

### Overview

Student journals support students' understanding of content and the development of their thinking and reflection. A student journal allows students to explore how they think and feel about concepts, events, or issues that are presented in content, as well as those that are personally important to them. Student journals enhance the learning process by increasing self-awareness, engaging students in metacognition, organizing their thinking, and promoting stronger, more confident writing skills. Students can make connections to other subjects, ideas and concepts, previous learning and texts, personal experience, and world events. Journal writing can be a tool that allows students to better understand themselves.

### Materials/Set-Up

- Teacher Resources:
  - [1.5b: Stretch Journal Sample](#)
  - [1.5c: Double-Entry Journal Sample](#)
- Student Handouts:
  - [1.5a: Journal Writing Starters](#)
  - [1.5d: Questions and Sentence Starters for Double-Entry Journals](#)
- Student exemplars or teacher-prepared models of journal examples

### Instructional Steps

#### Journal Writing

- Model the use of the format for students on chart paper or by using a projected example. Include writings, drawings, and a metacognitive reflection on a personal connection.
- Discuss the reasons for keeping a journal with students, as well as the ways that a journal promotes learning that lead to being a successful student. Include a list of writing ideas, such as expressing feelings, communicating with the teacher, reflecting on life experiences, and personal reactions to different school and life situations.
- Distribute [Student Handout 1.5a: Journal Writing Starters](#). Ask students to respond to questions or prompts relating to a text, classroom activities, or personal experiences.

#### Stretch Journals

- Refer to [Teacher Resource 1.5b: Stretch Journal Sample](#).
- Model the process of setting up three-column notes. Display the example on chart paper or project the example for students to view. The columns include the following headings:
  - What did we do?
  - How did we use it?
  - How will I use it in the real world? (How is it used in the real world?)

- Discuss the reasons for keeping this particular kind of stretch journal and the ways in which it can be used as a learning tool. Explain to students that it is easier to learn something new if students can see a connection to their own life and how it can be utilized in their real-life experiences. This sets a purpose for learning and triggers a memory to help the brain recall information.

### Double-Entry Journals

- Refer to [Teacher Resource 1.5c: Double-Entry Journal Sample](#).
- Model the use of the format for students on chart paper or by using a projected example. Create a two-column note format. Label the left-hand side “Textual Evidence” and the right-hand side “My Thinking.”
- Textual evidence should be recorded on the left-hand side and may include a quotation, word, phrase, or sentence directly from the text. Students may also summarize the text under the left column. A chapter, page, and/or paragraph number should also be recorded.
- In the “My Thinking” column, students should record connections, reactions, wonderings, predictions, or questions as well as challenging, unique ideas that are worthy of discussion or further thought.
- Refer students to [Student Handout 1.5d: Questions and Sentence Starters for Double-Entry Journals](#). Students may use this handout as a reference in presenting textual evidence.

### Journaling Tips

- Decide when and how students will share their journals with other students as well as with the teacher. Allow for partner, small-group, and whole-group sharing.
- Provide regular opportunities for students to write in their journals. Students can write to a given prompt after a learning or personal experience, to process an interesting or unusual idea, or to reflect on the events of the day.
- Keep in mind the following principles when reviewing students’ journals:
  - Read a limited amount of entries. It is not necessary to read everything a student journals. The purpose of the journal is to support the student’s thinking process. The teacher should merely spot-check entries.
  - Set editing and revising expectations when choosing an entry to assess.
  - Allow students to identify and star (\*) five entries that they feel are most significant to their thinking process. The teacher can assess those entries and provide feedback to students.
  - Use the student journals as a measure of progress and growth academically and personally.

### Extension

- To increase rigor, pose or allow students to create Costa’s Level 2 or 3 questions as a task or prompt for journaling.
- To increase scaffolding, provide sentence frames to support language demands of the activity, as appropriate.
- To integrate technology, ask students to create an ongoing blog or Google Docs file with a question-and-answer format.





## Journal Writing Starters

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Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

- One of the things that I do best is...
- I'm not sure how to...
- I can help others...
- If there were a new student in class and I asked you to teach them about the concept that we just learned in \_\_\_\_\_, what would you say?
- A real-life connection that I have to \_\_\_\_\_ is...
- I was surprised to learn that...
- How would you do things differently next time?
- What did you find most challenging when learning to \_\_\_\_\_?
- What helped you when something got tricky?
- I'm getting much better at \_\_\_\_\_ because I...
- A good question that I asked today was...
- I need help with...
- My understanding of \_\_\_\_\_ has changed over time as a consequence of...
- I like working with others when...
- I prefer to work by myself when...
- My next goal in learning this is to \_\_\_\_\_ because I...
- If I were the teacher, I would...
- In 20 years, I will be...
- Write a letter to someone who made you smile this week and tell them why.
- Write a letter to someone who taught you something and explain how it has helped.
- I showed a lot of grit (i.e., strength, persistence, courage) when...
- Today, I feel thankful for...
- Sometimes, I imagine...
- I feel challenged by...
- I like to...
- My favorite \_\_\_\_\_ (e.g., food, movie, book, vacation, hobby, subject, place) is \_\_\_\_\_ because...
- When I hear someone say \_\_\_\_\_ (e.g., math, science, social studies, writing, reading) is fun, I think...
- List your top \_\_\_\_\_ (e.g., three, five, ten) and tell why they are in the list:
  - Current accomplishments
  - Current challenges
  - Wisest people in your life
  - Colleges that you want to attend
  - Songs that make you happy
  - Favorite books
  - Favorite sports/activities

## Stretch Journal Sample

Name: Alexander Subject: Science Date: February 8

What did we do?	How did we use it?	How will I use it in the real world?
<p><i>Today in Science, we compared and contrasted types of infectious agents that can infect the human body.</i></p> <p><i>Today, we looked specifically at viruses.</i></p>	<p><i>We watched a video about the Zika virus, read an article about how viruses are transmitted, and had a discussion at our tables about protection against the spread of viruses.</i></p> <p><i>During the video and reading, our teacher had us complete a graphic organizer to help us when we discussed with our table groups about the spread of viruses.</i></p> <p><i>Tomorrow, we will investigate other viruses, and next week, we will learn about bacteria.</i></p>	<p><i>There has been a lot on the news about the Zika virus and how dangerous it is for babies that have not been born yet. I also have heard of the flu and cold viruses, measles, and Norwalk virus. I would like to find out more about those viruses.</i></p> <p><i>It is important that I know how these viruses are spread, so I can protect myself and others.</i></p> <p><i>Since we live in Florida, and it is a warm place, I can be aware of standing water that breeds mosquitoes. I can also make sure to wash my hands when I sneeze or before I eat food. I don't want to get sick or spread a virus to other people.</i></p>

## Double-Entry Journal Sample

Name: Amber Subject: English Language Arts Date: April 11

<p style="text-align: center;"><b>Textual Evidence</b></p> <p style="text-align: center;"><i>Quotation or description from the text</i></p>	<p style="text-align: center;"><b>My Thinking</b></p> <p style="text-align: center;"><i>Connections, predictions, reactions, or questions</i></p>
<p>Copy direct quotations, citations, summaries, paraphrases, keywords, or other clear references from a text or video.</p> <p><b><i>“I never saw my dogs when they got between the lion and me, but they were there. Side by side, they rose up from the group as one. They sailed straight into the jaws of death, their small, red bodies taking the ripping, slashing claws meant for me.”</i></b></p> <p>(Chapter 19, Paragraph 27)  <i>Where the Red Fern Grows</i>            – Wilson Rawls</p>	<p>Sentence Starters:</p> <ul style="list-style-type: none"> <li>• I wonder...</li> <li>• I was surprised that...</li> <li>• I don't really understand...</li> <li>• I was reminded of...</li> </ul> <p>This passage says to me that true love does not fear death. I believe the dogs loved Billy so much that they gave their lives and worked together to defeat the mountain lion. They both knew that Billy would die if they did not kill the lion.</p> <p>I experienced this kind of love once with my dog. She jumped in front of me and was bit by a rattlesnake. She died to keep me safe. I will always love her. I can relate to the way that Billy felt in this story.</p>

## Questions and Sentence Starters for Double-Entry Journals

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**Name:** \_\_\_\_\_ **Subject:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Use the questions or sentence starters below if you need help getting started on your right-side responses.

### Questions

1. What does the passage mean or suggest to you?
2. Why do you think it is important—to you personally and/or to the whole text?
3. What confuses you about the passage? Why is understanding this passage important to your response to the whole text?
4. How does the passage connect to other ideas in the text?
5. How do you think the author feels about the ideas, events, or characters they are presenting?
6. If the passage suggests a problem, what solution(s) might exist?
7. What might have caused the problem?
8. Do the characters remind you of anyone else—in fiction, history, or your own life?
9. What is revealed about the character(s) through this passage?
10. Are the ideas in this passage correct or reasonable? Do you agree or disagree with them? Why?
11. How does this passage relate to other texts you have read?
12. How does this passage relate to your personal experiences?
13. What works of art, music, dance, or film does the passage remind you of? How so? How does making this connection help you get more out of the passage?

### Sentence Starters

- |                                 |                                     |
|---------------------------------|-------------------------------------|
| 1. I wonder...                  | 11. I can't believe...              |
| 2. I began to think of...       | 12. If I had been...                |
| 3. I suppose that...            | 13. It bothers me when...           |
| 4. I don't see how...           | 14. Why did...                      |
| 5. I like the idea...           | 15. How did...                      |
| 6. I noticed that...            | 16. I agree with this because...    |
| 7. I was surprised that...      | 17. I disagree with this because... |
| 8. It is interesting that...    | 18. I think the author intends...   |
| 9. I don't really understand... |                                     |
| 10. I was reminded of...        |                                     |

## 1.6 **3-2-1**

### Student Objective

Students will demonstrate, in writing, their understanding and questions when completing a task.

### Overview

Many times, it is difficult and time-consuming for a teacher to check the understanding of an entire class when completing a task. 3-2-1 is a simple writing assignment that is used after completing some form of a task, whether it is reading a text selection, researching a topic online, or participating in a Socratic Seminar. 3-2-1 is an excellent collaborative way to share what students have learned and can also serve as an “exit slip” to excuse students from class.

### Materials/Set-Up

- Student Handouts:
  - [1.6a: 3-2-1 Worksheet](#)
  - [2.2e: Costa’s Levels of Thinking: Vocabulary](#)

### Instructional Steps

- Provide students with [Student Handout 1.6a: 3-2-1 Worksheet](#) once you complete an activity where the students have learned new information, such as direct instruction, independent reading/research, collaborative learning (e.g., Jigsaw Expert Groups), or a Socratic Seminar.
- Guide students to fill in three things that they learned in the activity within the “3 facts that I learned today” section of the handout.
- If applicable, have a word bank of content-specific terms posted to help students with the vocabulary.
- Students should be familiar with Costa’s Levels of Thinking (see [Activity 2.2: Costa’s Levels of Thinking](#)) prior to filling in the “2 Costa’s questions/statements that I can now create” section.
  - Review [Student Handout 2.2e: Costa’s Levels of Thinking: Vocabulary](#) with your students, if necessary.
- Then, have students complete the “1 thing that I still need to learn more about” section with something that they are still unclear about or a topic in which they would like to delve deeper.
- Consider various collaborative methods of having students share their summaries, including Team Huddle, Numbered Heads, or Think-Pair-Share.

### Extension

- To increase rigor, have students find different ways to present their learning for each of the three areas, such as designing one poem that represents what they learned or creating a visual metaphor that represents all three of their learned facts.

## 3-2-1 Worksheet

---

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

### 3 facts that I learned today:

1.

2.

3.

### 2 Costa's questions/statements that I can now create:

1.

2.

### 1 thing that I still need to learn more about:

1.

## Writing to Process Content

Writing helps to make internal learning processes visible to others. Writing to process content requires the learner to make meaning of information, synthesize the content, and demonstrate their understanding through words and visuals. The ability to process content is essential to the development of analytical thinking and increases the ability of students to master complex content—a vital trait for college and career readiness. It can also be a tool for sharing perceptions among students, allowing the teacher to easily monitor and gauge content comprehension. At its best, synthesizing will involve the merging of new information with existing knowledge to create an original idea, see a new perspective, or form a new line of thinking to achieve insight (Harvey & Goudvis, 2000). It can be used as a formative or summative assessment to measure the level of learning that an individual student has attained.

## 1.7 Stretching and Expanding Sentences

### Student Objective

Students will develop ways to elaborate upon written answers through the process of stretching and expanding their sentences.

### Overview

Students struggle with the articulation of responses, especially in writing. This activity will guide students by expanding simplistic answers into more in-depth sentences. Students will begin with a simple “core” sentence, then include more details in the sentence that will “stretch” and “expand” the response to one with a more comprehensive explanation.

### Materials/Set-Up

- Teacher Resource:
  - [1.7a: Stretching and Expanding Sentences Examples](#)
- Student Handout:
  - [1.7b: Stretching and Expanding Sentences Worksheet](#)

### Instructional Steps

- Choose a topic that will require the students to answer a question. Use [Teacher Resource 1.7a: Stretching and Expanding Sentences Examples](#) for guidance.
- Provide students with a copy of [Student Handout 1.7b: Stretching and Expanding Sentences Worksheet](#).
- Have students respond to the question with a “core” sentence answer on the handout.
- Guide students to “stretch” their core sentence by adding description or information after the simple verb.
- Next, have students “expand” their core sentence by adding detail or description to the simple subject.
- Lastly, have the students combine their “stretched” and “expanded” sentences to make a complete answer.

### Extension

- To integrate technology, have students work in groups to use an online collaboration tool, such as Google Docs, to stretch and expand their sentences.





## Stretching and Expanding Sentences Examples

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### History

The *core sentence* is the most basic sentence. It consists of a simple subject and a simple verb; it portrays a single idea.

- *The colonists won.*

The *stretching sentence* has more description or information added after the simple verb.

- *The colonists won the Revolutionary War when General Cornwallis surrendered at Yorktown.*

The *expanding sentence* has detail or description added to the simple subject.

- *The American colonists, who had been suffering through taxation without representation, won.*

By combining the *core*, *stretching*, and *expanding sentences*, students will have a much more detailed response.

- *The American colonists, who had been suffering through taxation without representation, won the Revolutionary War when General Cornwallis surrendered at Yorktown.*

### Mathematics

Core:

The sum is  $\frac{3}{4}$ .

Expanding:

The sum of  $\frac{1}{2}$  and  $\frac{1}{4}$  is  $\frac{3}{4}$ .

Stretching:

The sum is  $\frac{3}{4}$ , which is equivalent to  $\frac{6}{8}$ .

Core + Expanding + Stretching:

The sum of  $\frac{1}{2}$  and  $\frac{1}{4}$  is  $\frac{3}{4}$ , which is equivalent to  $\frac{6}{8}$ .



## 1.8 Essay Writing With Evidence

### Student Objective

Students will write a structured essay, with a thesis/topic sentence, and support their claim with evidence.

### Overview

Essay writing is a major element of high school content-area courses, so it is important to guide students in the essay writing process throughout grades 5–8. This lesson is designed for teachers to guide their students in structured essay writing that uses an introduction, three supporting pieces of evidence, and a conclusion.

### Materials/Set-Up

- Teacher Resource:
  - [1.8b: Thesis Examples](#)
- Student Handouts:
  - [1.8a: Thesis Brainstorming](#)
  - [1.8c: Essay With Evidence Template](#)

### Instructional Steps

- Choose a topic that will allow students to write a thesis statement and have three pieces of evidence to support their thesis.
- Distribute [Student Handout 1.8a: Thesis Brainstorming](#). Provide a model thesis statement for a topic that connects with your current content area. Try to avoid selecting a topic that the students will be using in order to encourage original thought.
  - Use [Teacher Resource 1.8b: Thesis Examples](#) as a guide in the creation of your thesis statement.
- Guide students to fill in [Student Handout 1.8a: Thesis Brainstorming](#). If necessary, provide sentence frames. (See [Activity 1.9: Sentence Frame Prompts](#).)
- Have students share their responses to the handout with an elbow partner in order to get feedback and check whether three supporting pieces of evidence are being used appropriately.
- Use this time to walk around the room and check with students as they are sharing. Keep track of any students who will need more guidance in compacting the thesis into one sentence.
- Distribute [Student Handout 1.8c: Essay With Evidence Template](#). Have students transfer their thesis statement into the first box.
- Guide students through transferring their first piece of evidence (Evidence #1) into the next box and then repeating the process for Evidence #2 and #3.

- Return to the model thesis statement you originally provided and explain the first piece of evidence that you used to support your position.
- Guide students through explaining their evidence for Evidence #1, #2, and #3.
- Next, have students write a conclusion for their use of evidence.
  - This needs to show how the evidence supported the thesis.
- Finally, have them transform the Essay With Evidence Template into a full essay.
  - The thesis will be transformed into the first paragraph.
  - Evidence #1 and its two-sentence explanation will be the second paragraph.
  - Evidence #2 and its two-sentence explanation will be the third paragraph.
  - Evidence #3 and its two-sentence explanation will be the fourth paragraph.
  - The conclusion will be the fifth paragraph.

### Extension

- To integrate technology, have students use an online collaboration tool to write the essay in pairs. Make sure that they color-coordinate their work on the shared document so that it is clear who wrote which elements.



## Thesis Brainstorming

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Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

**Write your topic in the box below.**

**What position do you want to take on this topic?**

**What three pieces of evidence will you use to support your position on this topic?**

- 1.
- 2.
- 3.

**Take the topic, the position that you are taking, and the three pieces of evidence and combine them into one sentence.**

## Thesis Examples

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*A thesis is typically a single sentence that makes a summarized claim for an essay and will be supported or proven by evidence presented in an organized manner. The thesis guides the entire written piece, not just a single paragraph.*

### English Language Arts

- The author uses the setting to establish the mood of the story.
- Irony is used in the story to develop the theme.

### Mathematics

- The most important function of converting fractions into decimals is \_\_\_\_\_ [real-world application].
- The most efficient spot to center a  $9\frac{3}{4}$ -inch-long towel bar on a door that is  $27\frac{1}{2}$  inches wide is 9 inches from each edge.

### Science

- Worldwide overfishing may lead to the extinction of swordfish.
- Climate change is making living conditions more difficult for plants in North America.

### Social Studies

- The major factor that led to the fall of Rome was over-taxation.
- The First Amendment contains the most important freedoms within the Bill of Rights.

## Essay With Evidence Template

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Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Thesis:</b>
<b>Evidence #1 (Fact):</b>
<b>Explanation of Evidence #1 (describe in two sentences):</b>
1.
2.
<b>Evidence #2 (Fact):</b>
<b>Explanation of Evidence #2 (describe in two sentences):</b>
1.
2.
<b>Evidence #3 (Fact):</b>
<b>Explanation of Evidence #3 (describe in two sentences):</b>
1.
2.
<b>Conclusion:</b>

## 1.9 Sentence Frame Prompts

### Student Objective

Students will be guided in the writing process through the use of sentence frames to increase familiarity with academic language.

### Overview

Utilizing sentence frames in content-area classes helps students write sentences with more academic language and content-specific vocabulary. Many times, students do not know how to explain what they have learned, so sentence frames allow them to focus on the content, not the structure of the sentence. Sentence frames help students identify what an answer may look like when using content vocabulary correctly. Sentence frames are helpful for all students, but especially for English Language Learners.

### Materials/Set-Up

- Teacher Resource:
  - [1.9a: Sentence Frame Examples](#)

### Instructional Steps

- Choose a topic for which students will be writing responses with content-rich vocabulary.
- Based on the content area, model the use of sentence frames, utilizing [Teacher Resource 1.9a: Sentence Frame Examples](#).
- Provide students with a sentence that includes blanks for which they need to fill in responses. The blanks can be placed at the beginning, middle, or end of the sentence.
  - Ensure that the blanks can have multiple responses to complete the sentence.
- Have students share their sentences with an elbow partner so that they can compare possible responses for the blanks.
- Guide students so that they can model their own sentence-writing after these frames.

### Extension

- To increase rigor, have students create their own sentence frames for the topic. They can then exchange sentence frames with a partner and determine possible responses.





## Sentence Frame Examples

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### English Language Arts

- The antagonist represents \_\_\_\_\_ and is evidence of the conflict because \_\_\_\_\_.
- Based on \_\_\_\_\_ in the story, I can infer \_\_\_\_\_.
- Since the character \_\_\_\_\_, I predict that \_\_\_\_\_ will happen next.

### Mathematics

- One similarity between \_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_.
- If the side of a square is \_\_\_\_\_, then the area of a square is \_\_\_\_\_.
- When calculating the data sets, the mode is \_\_\_\_\_, and the median is \_\_\_\_\_.

### Science

- The evidence that I use to support \_\_\_\_\_ is \_\_\_\_\_.
- My hypothesis is \_\_\_\_\_ because \_\_\_\_\_.
- The results are similar to \_\_\_\_\_ and \_\_\_\_\_.

### Social Studies

- Roman \_\_\_\_\_ and \_\_\_\_\_ show how developed the civilization was at the time, because \_\_\_\_\_.
- Hunters and gatherers would survive by \_\_\_\_\_ and \_\_\_\_\_.
- Leonardo da Vinci demonstrates the ideas of the Renaissance by \_\_\_\_\_ and \_\_\_\_\_.



CHAPTER TWO

# Inquiry



Visit the *AVID Bridges to Success* webpage on MyAVID for additional materials and resources.



## Chapter Outline

### Levels of Thinking

- 2.1: Inquiry Introduction
- 2.2: Costa's Levels of Thinking
- 2.3: Costa's Levels of Thinking One-Pager
- 2.4: Inquiry Corners

### Structured Discussions

- 2.5: Collaborative Study Groups Quick-Start
- 2.6: Philosophical Chairs
- 2.7: Socratic Seminar
- 2.8: Simultaneous Socratic Seminars

### Creative Thinking

- 2.9: Design Thinking
- 2.10: Innovation University



## Inquiry

Inquiry is the process of seeking information, knowledge, or truth by questioning. When teachers and students are taught to use the inquiry process, content is acquired at a deeper level. Understanding is built through exploring complex material, finding connections, and analyzing perspectives. Teachers and students are active participants in the inquiry process. This requires teachers to facilitate learning through well-crafted questions and to allow for productive struggle. As Frey and Fisher (2013) asserted, “This requires a teacher who can listen carefully to what students are saying to give them just enough support to let them find the answer” (p. 66). As students begin to learn the inquiry questioning process, they can begin to process their own learning and support the learning of others.

The inquiry process allows students to engage in learning content at a much deeper level, going beyond basic knowledge to a level that allows students to apply knowledge in various ways and putting the learner at the center of an active learning process. Teaching students how to use the inquiry process gives them the power to think for themselves rather than chasing the “right” answer. Derek Bok (2008), former president of Harvard University, said, “The ability to think critically—to ask pertinent questions, recognize and define problems, identify the arguments on all sides of an issue, search for and use relevant data and arrive in the end at carefully reasoned judgement—is the indispensable means of making effective use of information and knowledge” (pp. 109–110).

The inquiry process is the basis for many AVID structured discussion strategies, such as Socratic Seminar, Philosophical Chairs, and Collaborative Study Groups. Costa’s Levels of Thinking provides a framework for students to engage in the metacognitive process of deeper understanding. When working with Costa’s Levels of Thinking, it is important to note the level of thinking rather than the verb used in the question asked. Students and teachers must be aware of the intellectual function presented in the question and be cognizant of moving to a higher level of cognitive demand. This metacognitive process relates to higher-level thinking, which involves active control of the intellectual process engaged in learning content, and has also demonstrated positive effects in educational research. In John Hattie’s (2009) compiled research, he stated, “The most effective meta-cognitive strategies were awareness of textual inconsistency and the use of self-questioning” (p. 189). As students learn the skill of self-questioning using Costa’s Levels of Thinking, they will become self-regulating and less reliant on others to obtain a deeper understanding of content.

By the end of this chapter, the reader will be able to:

- Engage students in metacognition and critical thinking.
- Teach students to identify the strategies and skills that successful learners inherently employ.
- Teach students to use reflective discussion, reading, and writing to make connections.
- Engage students in thinking critically about decisions, forming an opinion, and justifying their claims.

## Levels of Thinking

Inquiry involves effective questioning, and one of the outcomes of a classroom rich with inquiry is students who can process information through a critical eye. AVID utilizes Costa's Levels of Thinking as a framework to promote deep thinking and generate meaningful questions, leading to rich discussions.

AVID uses Costa's Levels of Thinking as a structure for inquiry (Costa, 2001). The **gathering/recall** level (Level 1) can be viewed as the copy-and-pasting level. It involves creating lists, definitions, or memorization, with the ideas being located verbatim in the text. The **processing** level (Level 2) involves bringing two or more ideas, pieces of information, or concepts together. It requires students to synthesize, analyze, find similarities and differences, or categorize ideas and concepts. At this level, students are asked to locate information within a text and then process the information to find connections. The **application** level (Level 3) involves students utilizing their own ideas to create an answer based on the content that is presented to them. At Level 3, students must evaluate, imagine, predict, and make judgements in their applications, based on the information provided.

Inquiry in the classroom can be student-driven or teacher-driven. To be college- and career-ready, students should be able to ask and answer thought-provoking questions about content. Asking questions about core content, connecting content to themselves and the world around them, and making connections to other content areas generated by students and teachers helps them process content through critical analysis. When students learn to craft their own Level 2 and 3 questions, they can apply that skill to a variety of areas to support comprehension, enrich dialog within structured collaborative discussions, aid in studying or reviewing prior content, and engage with new information.

Teachers play an important role in supporting inquiry in the classroom. Teachers are instrumental in creating a classroom environment that is safe, risk-free, and inquiry-promoting. Educators can use higher-level, open-ended, or inferential questions. Gains in achievement can be expected when higher-level cognitive questions assume a predominant role in the classroom (Redfield & Rousseau, 1981). Students can learn how to pose, respond to, and identify levels of thinking as teachers model this process in the classroom. Higher-level questioning must be deliberately and strategically taught to students so that they become self-aware of their own cognitive processing.



## 2.1 Inquiry Introduction

### Student Objective

Students will deepen their understanding of the terms *inquiry* and *infer* by using observations.

### Overview

Inquiry and inference are skills that all students use on a daily basis, but they sometimes struggle with the terms themselves, as well as the crossover into a content-area classroom. This activity will focus on the terms *inquiry* and *infer* and how students can apply their “real-world” uses of inquiry and inference in the classroom. If possible, this activity should be used when you first meet your students.

### Materials/Set-Up

- Teacher Resource:
  - [2.1a: Inquiry and Infer Word Art Examples](#)

### Instructional Steps

- Pose the following questions to students on a whiteboard:
  - What can you infer about me by looking around the classroom?
  - What do you see that can help you make these inferences?
- Have students respond to these questions in a quickwrite. Give them one example from something on the walls, making sure to use the term *infer* without explaining the definition of the word.
- Allow two or three minutes for students to make their observations.
- Instruct students to share their quickwrites with an elbow partner. Remind them to give the evidence for their inferences.
- As a whole class, share out inferences.
- After the share-out, collaboratively brainstorm definitions for the word *infer*.
- Once you have a grade-level-appropriate definition for *infer*, explain how this activity showed everyone how to use *inquiry*. Poll your students to see how many of them like to ask questions.
- Explain why observation and questioning skills are important in their lives as well as in academic areas.
- Display Teacher Resource 2.1a: Inquiry and Infer Word Art Examples and tell students that they will create a visual representation for the word *inquiry* or *infer*.

### Extension

- To increase rigor, have students create a zigzag acrostic for each word, using definitions for each of the letters. Provide instructions that the INFER letters should not start the sentences; instead, they should be contained somewhere within each sentence.
- To integrate technology, have students create a web-based visual to represent the terms *infer* and *inquiry*.

## Inquiry and Infer Word Art Examples

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### Word Cloud



### Acrostic

**I** look around the room and make connections to what I see.

**N**ot knowing what something means makes me want to guess.

**F**or me, I didn't know that I was inferring when I was using my observations to figure something out.

**E**ven at lunch, I make inferences by looking at the food that they are serving in the cafeteria.

**R**ight now, I am inferring that I am the first to complete this, because my classmates are still writing.



## 2.2 Costa's Levels of Thinking

### Student Objective

Students will use Costa's Levels of Thinking to create statements or questions that build upon each previous level.

### Overview

Level 1 of Costa's Levels of Thinking, which uses vocabulary such as "define," "list," or "name," can be the foundational step for creating statements or questions. Once students are introduced to the thinking required at this step, they can then use this foundational level to create statements and questions at Levels 2 and 3. For this lesson, students will collaboratively write a Level 1 statement or question and then revise it into a Level 2 statement or question. They will then revise this statement or question to a Level 3. Note that this lesson would need to occur after students have been introduced to Costa's Levels of Thinking.

### Materials/Set-Up

- Teacher Resources:
  - 2.2a: Costa's Levels of Thinking: Math
  - 2.2b: Costa's Levels of Thinking: English
  - 2.2c: Costa's Levels of Thinking: Science
  - 2.2d: Costa's Levels of Thinking: Social Studies
- Student Handout:
  - 2.2e: Costa's Levels of Thinking: Vocabulary

### Instructional Steps

- Depending upon the subject area(s) that you teach, review the related Teacher Resource(s): 2.2a: Costa's Levels of Thinking: Math; 2.2b: Costa's Levels of Thinking: English; 2.2c: Costa's Levels of Thinking: Science; or 2.2d: Costa's Levels of Thinking: Social Studies.
- Choose a subject or topic that the students have recently reviewed. Use Teacher Resources 2.2a–d, as applicable, to guide you in creating your own examples of Level 1, 2, and 3 statements or questions.
- Distribute [Student Handout 2.2e: Costa's Levels of Thinking: Vocabulary](#).
- Review Costa's Levels of Thinking.
- Model a Level 1 statement or question, using the vocabulary terms from the "Remember" or "Show Understanding" examples on Student Handout 2.2e.
  - For example: "Describe in your own words what 'trapezoid' means."
- Guide your students to write a Level 1 statement or question about the first subject or topic.

- After students have individually written their Level 1 statement or question, have them work with an elbow partner to turn their response from Level 1 into Level 2. They will do this for their Level 1 questions or statements, resulting in two Level 2 questions or statements for the pair.
  - Example: Take the Level 1 statement “Describe in your own words what ‘trapezoid’ means” and turn it into the Level 2 statement “Compare and contrast trapezoids to hexagons.”
- After the elbow partners have written their Level 2 statements or questions, have them work with another set of elbow partners to turn their responses from Level 2 into Level 3. They will do this for each of their Level 2 questions or statements, resulting in a total of four Level 3 statements or questions.
  - Example: Take the Level 2 statement “Compare and contrast trapezoids to hexagons” and turn it into the Level 3 statement “Predict what the world would be like if trapezoids were used instead of circles.”
- Ask for student volunteers to share their statements and questions.
- Choose a few student examples to use on an upcoming assessment.

### Extension

- To increase scaffolding, provide a word bank or sentence stems.



## Costa's Levels of Thinking: Math

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> <li>• What information is provided?</li> <li>• What are you being asked to find?</li> <li>• What formula would you use in this problem?</li> <li>• What does _____ mean?</li> <li>• What is the formula for...?</li> <li>• List the...</li> <li>• Name the...</li> <li>• Where did...?</li> <li>• What is...?</li> <li>• When did...?</li> <li>• Explain the concept of...</li> <li>• Give me an example of...</li> <li>• Describe in your own words what _____ means.</li> <li>• What mathematical concepts does this problem connect to?</li> <li>• Draw a diagram of...</li> <li>• Illustrate how _____ works.</li> </ul>	<ul style="list-style-type: none"> <li>• What additional information is needed to solve this problem?</li> <li>• Can you see other relationships that will help you find this information?</li> <li>• How can you put your data in graphic form?</li> <li>• What occurs when...?</li> <li>• Does it make sense to...?</li> <li>• Compare and contrast _____ to _____.</li> <li>• What was important about...?</li> <li>• What prior research/formulas support your conclusions?</li> <li>• How else could you account for...?</li> <li>• Explain how you calculate...</li> <li>• What equation can you write to solve the word problem?</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what will happen to _____ as _____ is changed.</li> <li>• Using a math principle, how can we find...?</li> <li>• Describe the events that might occur if...</li> <li>• Design a scenario for...</li> <li>• Pretend you are...</li> <li>• What would the world be like if...?</li> <li>• How can you tell if your answer is reasonable?</li> <li>• What would happen to _____ if _____ (variable) were increased/decreased?</li> <li>• How would repeated trials affect your data?</li> <li>• Of what significance is this formula to the subject you're learning?</li> <li>• What type of evidence is most compelling to you?</li> </ul>

## Costa's Levels of Thinking: English

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> <li>• What information is provided?</li> <li>• Locate in the story where...</li> <li>• When did the event take place?</li> <li>• Point to the...</li> <li>• List the...</li> <li>• Name the...</li> <li>• Where did...?</li> <li>• What is...?</li> <li>• Who was/were...?</li> <li>• Illustrate the part of the story that...</li> <li>• Make a map of...</li> <li>• What is the origin of the word _____?</li> <li>• What events led to...?</li> </ul>	<ul style="list-style-type: none"> <li>• What would happen to you if...?</li> <li>• Would you have done the same thing as...?</li> <li>• What occurs when...?</li> <li>• Compare and contrast _____ to _____.</li> <li>• What other ways could _____ be interpreted?</li> <li>• What is the main idea of the story?</li> <li>• What information supports your explanation?</li> <li>• What was the message in this piece?</li> <li>• Give me an example of...</li> <li>• Describe in your own words what _____ means.</li> <li>• What does _____ suggest about _____'s character?</li> <li>• What lines of the poem express the poet's feelings about _____?</li> <li>• What is the author trying to prove?</li> <li>• What evidence does the author present?</li> </ul>	<ul style="list-style-type: none"> <li>• Design a _____ to show...</li> <li>• Predict what will happen to _____ as _____ changes.</li> <li>• Write a new ending to the story...</li> <li>• Describe the events that might occur if...</li> <li>• Add something new on your own that was not in the story.</li> <li>• Pretend you are...</li> <li>• What would the world be like if...?</li> <li>• Pretend you are a character in the story. Rewrite the episode from your point of view.</li> <li>• What do you think will happen to _____? Why?</li> <li>• What is most compelling to you in this _____? Why?</li> <li>• Could this story have really happened? Why or why not?</li> <li>• If you were there, would you...?</li> <li>• How would you solve this problem in your life?</li> </ul>

## Costa's Levels of Thinking: Science

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> <li>• What information is provided?</li> <li>• What are you being asked to find?</li> <li>• What formula would you use in this problem?</li> <li>• What does _____ mean?</li> <li>• What is the formula for...?</li> <li>• List the...</li> <li>• Name the...</li> <li>• Where did...?</li> <li>• What is...?</li> <li>• When did...?</li> <li>• Describe in your own words what _____ means.</li> <li>• What scientific concepts does this problem connect to?</li> <li>• Draw a diagram of...</li> <li>• Illustrate how _____ works.</li> </ul>	<ul style="list-style-type: none"> <li>• What additional information is needed to solve this problem?</li> <li>• Can you see other relationships that will help you find this information?</li> <li>• How can you put your data in graphic form?</li> <li>• How would you change your procedures to get better results?</li> <li>• What method would you use to...?</li> <li>• Compare and contrast _____ to _____.</li> <li>• Which errors most affected your results?</li> <li>• What were some sources of variability?</li> <li>• How do your conclusions support your hypothesis?</li> <li>• What prior research/formulas support your conclusions?</li> <li>• How else could you account for...?</li> <li>• Explain the concept of...</li> <li>• Give me an example of...</li> </ul>	<ul style="list-style-type: none"> <li>• Design a lab to show...</li> <li>• Predict what will happen to _____ as _____ is changed.</li> <li>• Using a scientific principle, how can we find...</li> <li>• Describe the events that might occur if...</li> <li>• Design a scenario for...</li> <li>• Pretend you are...</li> <li>• What would the world be like if...?</li> <li>• What would happen to _____ if _____ (variable) were increased/decreased?</li> <li>• How would repeated trials affect your data?</li> <li>• Of what significance is this experiment to the subject you're learning?</li> <li>• What type of evidence is most compelling to you?</li> <li>• Do you feel _____ experiment is ethical?</li> <li>• Are your results biased?</li> </ul>

## Costa's Levels of Thinking: Social Studies

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> <li>• What information is provided?</li> <li>• What are you being asked to find?</li> <li>• When did the event take place?</li> <li>• Point to the...</li> <li>• List the...</li> <li>• Name the...</li> <li>• Where did...?</li> <li>• What is...?</li> <li>• Who was/were...?</li> <li>• Make a map of...</li> </ul>	<ul style="list-style-type: none"> <li>• What would happen to you if...?</li> <li>• Can you see other relationships that will help you find this information?</li> <li>• Would you have done the same thing as...?</li> <li>• What occurs when...?</li> <li>• If you were there, would you...?</li> <li>• How would you solve this problem in your life?</li> <li>• Compare and contrast _____ to _____.</li> <li>• What other ways could _____ be interpreted?</li> <li>• What things would you have used to...?</li> <li>• What is the main idea in this piece?</li> <li>• What information supports your explanation?</li> <li>• What was the message in this piece?</li> <li>• Explain the concept of...</li> <li>• Give me an example of...</li> </ul>	<ul style="list-style-type: none"> <li>• Design a _____ to show...</li> <li>• Predict what will happen to _____ as _____ is changed.</li> <li>• What would it be like to live...?</li> <li>• Write a new ending to the event.</li> <li>• Describe the events that might occur if...</li> <li>• Pretend you are...</li> <li>• What would the world be like if...?</li> <li>• How can you tell if your analysis is reasonable?</li> <li>• What do you think will happen to _____? Why?</li> <li>• Of what significance is this event in a global perspective?</li> <li>• What is most compelling to you in this _____? Why?</li> <li>• Do you feel _____ is ethical? Why or why not?</li> </ul>

## Costa's Levels of Thinking: Vocabulary

LEVEL 1				
<b>Remember</b>	Define	List	Recall	Match
	Repeat	State	Memorize	Identify
	Name	Describe	Label	Record
<b>Show Understanding</b>	Give examples	Rewrite	Review	Tell
	Restate	Recognize	Locate	Extend
	Discuss	Explain	Find	Summarize
	Express	Report	Paraphrase	Generalize
LEVEL 2				
<b>Use Understanding</b>	Dramatize	Use	Translate	Interpret
	Practice	Compute	Change	Prepare
	Operate	Schedule	Pretend	Demonstrate
	Imply	Relate	Discover	Infer
<b>Examine</b>	Apply	Illustrate	Solve	
	Diagram	Question	Analyze	Criticize
	Distinguish	Inventory	Differentiate	Experiment
	Compare	Categorize	Select	Break down
	Contrast	Outline	Separate	Discriminate
<b>Create</b>	Divide	Debate	Point out	
	Compose	Draw	Plan	Modify
	Design	Arrange	Compile	Assemble
	Propose	Suppose	Revise	Prepare
	Combine	Formulate	Write	Generate
	Construct	Organize	Devise	
LEVEL 3				
<b>Decide</b>	Judge	Justify	Assess	Summarize
	Value	Decide	Select	
	Predict	Measure	Estimate	
	Rate	Choose	Conclude	
<b>Support With Evidence</b>	Prove your answer.	Give reasons for your answer.	Explain your answer.	Why do you feel that way?
	Support your answer.		Why or why not?	

## 2.3 Costa's Levels of Thinking One-Pager

### Student Objective

Students will identify and define Costa's vocabulary words that are common while also formulating connections to their content areas.

### Overview

Costa's Levels of Thinking requires students to be familiar and well-versed with many different vocabulary words. In this activity, students will have the opportunity to deepen their understanding of Costa's vocabulary words and strengthen their academic language. Students will create a one-pager with one of Costa's vocabulary words, provide synonyms, and create content questions. They will then collaborate with classmates to increase vocabulary familiarity.

### Materials/Set-Up

- Teacher Resource:
  - [2.3a: One-Pager Example](#)
- Student Handout:
  - [2.2e: Costa's Levels of Thinking: Vocabulary](#)

### Instructional Steps

- Project [Student Handout 2.2e: Costa's Levels of Thinking: Vocabulary](#) to everyone in the class and give them one minute to try and memorize as many words as possible.
- Remove the handout so that students no longer see the vocabulary words. Students should then write, for one minute, as many words as they can remember.
- Ask students how many words they were able to remember, and have students discuss with a partner which words they remembered and why they think they remembered those particular words.
- Bring the conversation back to a large-group discussion. Choose a few students to share out what they discussed with their partner.
- If you have not done so already, provide students with a copy of [Student Handout 2.2e: Costa's Levels of Thinking: Vocabulary](#). Assign students a word from each level on the handout.
- Hand out three letter-size pieces of cardstock per student for students to each create three one-pagers. Students must use at least four different colors.
  - Remind them that color is used to help stimulate the brain, and since the one-pagers are being used as educational tools, the color will enhance learning.





- This one-pager will also act as a classroom learning tool. Once completed, colorful one-pagers can be hung from the ceiling. (See [Teacher Resource 2.3a: One-Pager Example](#).)
- Have students write their assigned Costa's vocabulary word in large print on the paper, and then instruct them to provide four synonyms. Also, have students write one statement or question related to a content area of their choice.
- When students have completed their three one-pagers, allow time for sharing. Play music while students move around the room. After a few seconds, stop the music and have students share their Level 1 vocabulary word and content statement or question with the person nearest to them. Repeat this process for both Level 2 and Level 3 vocabulary words.

### Extension

- To increase rigor, have students find a Point of Confusion from current homework/classwork assignments.
- To increase scaffolding, make sure to share examples with students. Also, have a template that clearly explains expectations for the assignment.
- To integrate technology, students may create a PicCollage and teachers could upload all PicCollages to a common Learning Management System (LMS), so that they are available for all students to view.

## One-Pager Example

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“Please compare these two topics.”

Level 2

COMPARE

• differentiate • contrast • collate •

## 2.4 Inquiry Corners

### Student Objective

Students will use inquiry to discuss topics in depth, using the four corners of the classroom as a “state change.”

### Overview

This lesson provides an opportunity for students to discuss Costa’s Levels of Thinking questions and statements as they rotate through the corners of the classroom. They will be able to delve deeper into topics by posing their questions or statements and formulating answers and responses to their peers. The lesson also provides an opportunity for a “state change” as students stand during the conversation.

### Materials/Set-Up

- Teacher Resource:
  - [2.4a: Inquiry Corners Examples](#)
- Student Handout:
  - [2.2e: Costa’s Levels of Thinking: Vocabulary](#)

### Instructional Steps

- Choose four topics that have already been covered in class so that students will have some prior knowledge for each one. Assign one of the four topics to each corner. Use [Teacher Resource 2.4a: Inquiry Corners Examples](#) to help guide your organization of the four corners.
- Divide your class into quarters and determine whether students will rotate clockwise or counterclockwise. Assign each quarter of the class to two of your four corner topics in sequence.
  - For example: (A) Topic 1/Topic 2, (B) Topic 2/Topic 3, (C) Topic 3/Topic 4, and (D) Topic 4/Topic 1.
- Students should be familiar with Costa’s Levels of Thinking prior to embarking on this activity. Review [Student Handout 2.2e: Costa’s Levels of Thinking: Vocabulary](#) with your students.
- Have students create three to five questions or statements for as many corners as they will visit. For instance, if you are planning for each student to visit two of the inquiry corners, they would create three to five questions/statements for each corner they will visit. These questions/statements can be typed, drafted on paper, or written on sticky notes.
- As the students write their questions/statements, move around the room and monitor what they have written.
  - Providing stems for your English Language Learners may be helpful at this stage.
- Once students have their statements/questions created, have them move to their first corner. If there are too many students in one corner, break that group into two smaller groups.

- Have every student share one of their statements/questions once they get situated in the corner. The group should choose one statement/question to begin with and discuss possible responses.
- Remind students to use academic language as they discuss the statements/questions in their respective corners.
- While students are discussing their responses, rotate around the room to all four corners. As appropriate, remind students to move on to their second question/statement, then their third, and so on.
- Once the corner discussions seem to become repetitive or are finished, rotate the groups to their second topic corner.
- When the inquiry corner discussions are finished, provide students with a writing assignment that will allow them to explain what was discussed for their topics as well as their own reflections on the discussions.

### Extension

- To increase scaffolding, choose a few students to be “experts” on one of the four topics. These “experts” will be situated in the corner and will help facilitate the discussions and provide possible responses. If possible, have the “experts” create props to represent the topic in their corner.



## Inquiry Corners Examples

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### History/Social Studies: Fall of the Roman Empire

- **Corner 1:** Overexpansion
  - Level 2: *What happened when the people living in the Roman Empire realized that their leaders were so far away?*
- **Corner 2:** Corruption
  - Level 3: *Predict what would happen if tax collectors kept most of the money themselves instead of giving the collected taxes to the Roman government.*
- **Corner 3:** Barbarians
  - Level 2: *Give an example of how the barbarian attacks were affected by the Huns' invasion of Europe.*
- **Corner 4:** Military
  - Level 3: *Describe an event that may have occurred if Rome spent less money on the military and instead directed it toward infrastructure.*

### Science: Energy Crosscutting Concepts

- **Corner 1:** Patterns
  - Level 3: *Predict what will happen to your body as your healthy-choice food options are transferred and conserved.*
- **Corner 2:** Cause and Effect
  - Level 2: *How would you change your procedures to get better results in showing the relationship between energy and forces?*
- **Corner 3:** Scale, Proportion, and Quantity
  - Level 3: *Design a lab to show how energy is conserved.*
- **Corner 4:** Systems
  - Level 2: *What method would you use to show how food and fuel provide energy?*

## Structured Discussions

The Greek philosopher Socrates believed that it was more important to teach students to think than to provide them with the “right” answer. Inquiry-based discourse that is focused on questioning can be used to spur critical thinking and drive the formation of new ideas, with student discourse at the center of the lesson. Structured discussions provide students with the opportunity to explore and make explicit arguments and counterarguments, as well as to evaluate the relationship between arguments and opinions. This structure can be used to share information, deepen content knowledge, and evaluate a position using controversy in a safe, risk-free environment. It is important that students feel safe in expressing their thoughts and opinions without the fear of being judged. Therefore, a sense of community must be built prior to attempting this experience in order to ensure that students reap the benefits of structured discussions.

Keeping students engaged in classroom content can be challenging at times for today’s teacher. However, eliciting divergent opinions and inviting students to explore and resolve discrepancies and misunderstandings through a structured discussion can enhance student engagement and learning (Marzano, 2007). Philosophical Chairs and Socratic Seminar are formats that can be used to promote deep, academic discourse through a formal, structured process. Philosophical Chairs is similar to a debate in that it allows students to make a choice based on their perspective, defend their position, and evaluate the opinion of others. Through engagement in this strategy, students learn to clarify and challenge ideas and evaluate a speaker’s point of view to determine if the presented claims are supported by substantive evidence (Valdez, Carter, & Rodgers, 2013). Likewise, Socratic Seminar is a form of inquiry-based discourse focused on supporting evidence with reasoned thinking, analyzing complex problems, and developing a deeper understanding of the content being discussed. As an added benefit, students develop communication skills and academic language by dialoguing with other students and gain the confidence to attempt more advanced levels of inquiry.



## 2.5 Collaborative Study Groups Quick-Start

### Student Objective

Students will improve their academic performance while also developing college-readiness skills.

### Overview

The Collaborative Study Groups (CSGs) model supports students as they identify a “Specific Question” from a content area, collaborate to develop and deepen their understanding through Socratic inquiry, and apply their new learning to enhance classroom performance. In addition to the academic benefits, successful CSGs also serve as an independent demonstration of increasing mastery and application of skills built and reinforced through WICOR strategies. These skills include inquiry, note-taking, organization, collaboration, communication, and numerous other skills necessary for college readiness.

### Materials/Set-Up

- Student Handouts:
  - [2.5a: CSG Pre-Work: Level One](#)
  - [2.5b: CSG Pre-Work: Level Two](#)
  - [2.5c: CSG Pre-Work: Level Three](#)
  - [2.5d: CSG Roles and Responsibilities](#)
- Optional resources are provided on the [Collaborative Study Groups core strategy webpage](#) on MyAVID.
- In advance of the activity, review the resources available and determine which will be utilized in the initial implementation of CSGs. Also, prepare students for implementation by providing an overview of the strategy and informing them of the resources that will be utilized.

### Instructional Steps

- Discuss the purpose and format of Collaborative Study Groups, including how this strategy connects to the current unit of study.
- Out of the three levels of pre-work (Student Handouts 2.5a–c), consider selecting the one that best matches the expectations of students.
- Place students in groups, making sure that they have access to all necessary resources and are familiar with [Student Handout 2.5d: CSG Roles and Responsibilities](#).
- Ensure that students have identified a Specific Question based on a concept or problem that they do not understand. The Specific Question can be student-generated or assigned by the teacher.
- Consider selecting a student to be the “leader” of each group. The leaders may be students who are already academically successful in the class or students who are familiar with Socratic tutorials, such as AVID students.

- Begin CSGs. As students collaborate, monitor the room, checking for the following:
  - Students are articulating their Specific Question.
  - Group members are using collaborative inquiry to support the student presenter in clarifying confusion and checking for understanding.
  - Upon arriving at a solution, students are identifying generalized steps/processes that led to the solution.
  - Students are appropriately using related academic vocabulary throughout.
- During the last 5–10 minutes of CSGs, facilitate reflection time for students on their learning and the CSG process so that they can continuously improve as active participants.

### Extension

- To increase scaffolding, choose lower-level pre-work forms that require fewer expectations.





## CSG Pre-Work: Level One

Before

During

After

**Subject:**

**Name:**

**Standard/Essential Question:**

**Period:**

**Date:**

**Original Question** (a question that I missed or don't understand, directly from my notes, homework, text, a test, etc.):

**Source, page #, and problem #:**

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**Show my solution** (as far as I can, possibly using facts, examples, maps, diagrams, etc.):

**Specific Question** (where I got stuck in my work):



Before	During	After
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## CSG Pre-Work: Level Two

<p><b>Subject:</b></p> <p><b>Standard/Essential Question:</b></p>	<p><b>Name:</b></p> <p><b>Period:</b></p> <p><b>Date:</b></p>
<p><b>Original Question</b> (a question that I missed or don't understand, directly from my notes, homework, text, a test, etc.):</p>   	
<p><b>Source, page #, and problem #:</b></p> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>	
<p><b>Academic vocabulary word(s) and definition(s) related to the Original Question:</b></p>   	
<p><b>What I know about my question, can predict about it, or can connect it with:</b></p>   	
<p><b>Show my solution</b> (as far as I can, possibly using facts, examples, maps, diagrams, etc.):</p>       	
<p><b>Specific Question</b> (where I got stuck in my work):</p>     	



## CSG Pre-Work: Level Three

Before	During	After
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<p><b>Subject:</b></p> <p><b>Standard/Essential Question:</b></p>	<p><b>Name:</b></p> <p><b>Period:</b></p> <p><b>Date:</b></p>
<p><b>Original Question</b> (a question that I missed or don't understand, directly from my notes, homework, text, a test, etc.):</p>   <p><b>Source, page #, and problem #:</b></p>	
<p><b>Academic vocabulary word(s) and definition(s) related to the Original Question:</b></p> <p>1.</p> <p>2.</p>	
<p><b>What I know about my question, can predict about it, or can connect it with:</b></p> <p>1.</p> <p>2.</p>	
<p><b>Show my solution</b> (as far as I can, possibly using facts, examples, maps, diagrams, etc.):</p>	<p><b>Tell my steps</b> (in words) of how to solve all similar problems (as far as I can work):</p>
<p><b>Specific Question</b> (where I got stuck in my work):</p>	

## CSG Roles and Responsibilities

Teacher	Group Facilitator*	Student Group Members	Student Presenter
<ul style="list-style-type: none"> <li>Monitors the Collaborative Study Groups to coach the process (may use the Observation Checklist, which is available on the Collaborative Study Groups core strategy webpage on MyAVID [<a href="#">Refining Resources</a> &gt;&gt; "During CSGs" Resources]).</li> <li>Rotates to all groups and models higher-level inquiry (if necessary).</li> <li>Supports the students in developing critical thinking skills.</li> <li>Handles classroom management.</li> </ul>	<ul style="list-style-type: none"> <li>Takes 2- or 3-column notes for the student presenter.</li> <li>Respects the ideas/thinking of others.</li> <li>Uses inquiry to gain a deeper understanding of the content under discussion.</li> <li>Encourages active participation in the group.</li> <li>Contributes to creating an environment where others in the group feel comfortable enough to ask questions and seek clarification of content.</li> <li>Communicates openly with the teacher about the group experience.</li> </ul>	<ul style="list-style-type: none"> <li>Respect the ideas/thinking of others.</li> <li>Use inquiry to gain a deeper understanding of the content under discussion.</li> <li>Actively participate in the group by listening, asking questions, answering questions, and taking notes (may use 2- or 3-column notes format).</li> <li>Contribute to creating an environment where others in the group feel comfortable enough to ask questions and seek clarification of content.</li> <li>Communicate openly with the teacher about the group experience.</li> <li>One student will take notes for the student presenter to record the group's thinking (if the student presenter is at the board).</li> <li>Arrange the group seating to promote collaboration among all group members.</li> </ul>	<ul style="list-style-type: none"> <li>Articulates the Specific Question to the group.</li> <li>Thinks critically about the question.</li> <li>Interacts with the group members by responding to their questions.</li> <li>Records thinking on the board (if applicable, may use 2- or 3-column notes format).</li> </ul>

\*If AVID Elective students, other students, or tutors (if available) are designated as group facilitators, then their role is to model these actions and traits while encouraging other group members to be active participants. **This is an optional component.**

## 2.6 Philosophical Chairs

### Student Objective

Students will develop inquiry, oral language, and argumentation skills through participation in an informed debate on a controversial issue while considering various points of view.

### Overview

Philosophical Chairs: Classic Style is a structured form of academic discourse that relies on a prompt as the foundation for discussion and informed debate. It is a form of dialogue in which students develop a deeper understanding of a text or subject. This strategy gives students opportunities to improve verbal capability and fluency, as well as developing skills in the precise use of academic language.

### Materials/Set-Up

- Teacher Resources:
  - [2.6a: Example Topics for Philosophical Chairs](#)
  - [2.6b: Tips for Philosophical Chairs](#)
- Student Handouts:
  - [2.6c: Pre-Discussion Organizer for Philosophical Chairs](#)
  - [2.6d: Rules of Engagement for Philosophical Chairs](#)
  - [2.6e: Participant Reflective Checklist for Philosophical Chairs](#)

### Instructional Steps

- Familiarize yourself with the activity structure by reviewing [Teacher Resource 2.6a: Example Topics for Philosophical Chairs](#) and [Teacher Resource 2.6b: Tips for Philosophical Chairs](#).
- Introduce the central statement that will be discussed and define all of the relevant terms.
- Utilizing [Student Handout 2.6c: Pre-Discussion Organizer for Philosophical Chairs](#), have students brainstorm and record as many arguments as possible for and against the statement before summarizing their current personal position on the statement.
- Before beginning the activity, review [Student Handout 2.6d: Rules of Engagement for Philosophical Chairs](#) and [Student Handout 2.6e: Participant Reflective Checklist for Philosophical Chairs](#) with students.
- To begin the activity, designate one side of the room as the *agree* side and the other as the *disagree* side.
- Instruct students to move to the side that best represents their perspective and have each side face the other.
- Starting with the *agree* side, alternate between the two sides as students debate the merit of the statement in a structured manner. The debate should move in an orderly, structured manner, back and forth between the two sides.

- Once the Philosophical Chairs discussion has concluded, have students reflect on their learning by completing [Student Handout 2.6e: Participant Reflective Checklist for Philosophical Chairs](#).

### Extension

- To increase rigor, once students have selected a side, promptly switch them and have them debate the opposing side.



## Example Topics for Philosophical Chairs

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- Government should limit the types of content allowed on the internet.
- University education should be free for all citizens.
- Wild animals should not be kept in captivity.
- Performance-enhancing drugs should be permitted in professional sports.
- Video game violence leads to more aggressive children.
- Vegetarianism should be promoted at the middle school level in order to promote healthy living.
- Freedom of speech is more of a privilege than a right.
- Genetically modified organisms in food benefit humanity more than they hurt it.
- American schools should lengthen the school days in order for students to compete more favorably on a global scale.
- Human organs should be made available through not-for-profit corporations and charities.
- The United States should withdraw from the United Nations.
- Animals should not be used as objects of sport and/or entertainment.
- Middle school students should be given more exercise opportunities during the school day.
- Music promoting or glorifying violent or criminal lifestyles should be banned.
- Torture is an acceptable practice to gain information from suspected terrorists.
- Teachers should not interact with students through social networking websites.
- A student should be held legally responsible for bullying if it resulted in the victim's death.
- The United States should address its own national financial needs before financially supporting other countries.
- Social media does more harm than good for middle school students.
- Food created with nanotechnology will greatly benefit humanity.
- Tobacco should be illegal for purchase or use.
- Discussions about religion should be allowed in schools.
- Students should be allowed to formally rate their teachers each year.
- The death penalty should be mandatory for those who commit rape or premeditated murder.
- Students should be able to work without parental consent at the age of 16.
- Students should be able to choose which high school they attend.
- Parents should be held responsible for their children's behavior until the age of 18.
- Girls should be able to participate in full-contact sports with boys.
- Prisoners serving multiple life sentences should be freed at the age of 80.
- Teaching about religion should be allowed in public schools outside of the regular school day.
- War is unavoidable.
- Everything we do is done mainly for ourselves, and this is true for everyone.
- Our nation should maintain an arsenal of nuclear weapons.

## Example Topics for Philosophical Chairs

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- Our nation should adopt official neutrality, similar to Switzerland.
- Men can care for children as well as women can.
- The voting age should be lowered to 16.
- Adopted children should be allowed to obtain information about their biological parents before the age of 18.
- Recipients of heart, lung, and liver transplants should be given the identity of the organ donors.
- Offshore drilling should be discontinued.
- Greater penalties should be given to oil companies for oil spills.
- Computer crimes should receive stiffer penalties.
- Schools should have mandatory drug testing for athletes.
- The number of appeals before capital punishment is carried out should be limited to three.
- A sentence of capital punishment should be imposed within a one-year time period of the crime.
- Those charged with an offense should not be allowed to plead “no contest.”
- Plea bargaining should not be allowed.
- The state government should provide shelter for the homeless.
- Refugees from Central and South American countries should be permitted to immigrate to the United States.
- The income tax should be abandoned as a source of federal and state revenue.
- The graduated income tax—higher for wealthy people—should be replaced by a flat tax for everyone.
- All chemicals that cause damage to the environment should be prohibited from use or sale to the general public.
- Pesticides should be outlawed for food crops.
- Cosmetic surgery should be banned.
- High school dropouts should not be able to obtain a driver’s license.
- Retail stores should not be allowed to use plastic bags for customer purchases.



## Tips for Philosophical Chairs

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*The points listed below are suggestions for enhancing students' skills during Philosophical Chairs, as well as additional ideas to consider before, during, and after the debate.*

### Before the Debate

- Be prepared with a second prompt in case students respond to the first with lopsided support for one side.
- Discuss with students the need for polite responses as alternatives to aggressive “You said...” statements. Additionally, remind students of the messages that they send through body language and nonverbal communication.

### During the Debate

- To encourage a wider array of student speakers, put speaking limits, such as “Three before me” (i.e., “Three students must speak before I can speak again”), in place to avoid having one or two students dominate the debate.
- Pause the activity at a strategic point in the debate—especially after a variety of perspectives have been shared—and ask students to contemplate where they are now in their thinking and consider changing sides.
- Consider asking all students to reconvene in the middle of the classroom halfway through the debate to discuss the merits of the debate so far. Then, prompt them back to the side that best represents where they currently are in their mindset. With everybody moving, students often feel more at ease with demonstrating their change of mind.
- Frequently remind students that they should be making eye contact with the other side of the class—and not with the teacher or facilitator—when delivering their points.
- The role of the teacher is to remain the facilitator of the debate, and not to engage students with arguments for one side or the other. The intent of Philosophical Chairs is to foster student confidence and critical thinking skills in a public-speaking format. Students will often defer to the teacher’s opinion and will be reluctant to challenge or elaborate upon it. However, effective facilitation may require the teacher to paraphrase a student’s argument for the sake of clarity.

### After the Debate

- Always allow time in class for a debrief after the activity ends. In addition to allowing reflection on the discussion points, it also functions as a “cool-down” period for when students are passionate about their opinions.
- Consider summarizing the arguments using a T-chart to inventory the statements made. It will demonstrate to students how much was truly said beyond their own beliefs and opinions.
- Choose the assessment/debrief writing tool that best fits the targeted learning standard.

### Beyond the Debate

- Explicitly connect students’ argumentative statements to real-world current events or judiciary decisions, whether on the local or global stage.

## Pre-Discussion Organizer for Philosophical Chairs

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

*Record the central statement that is presented for discussion and list as many reasons as possible for why someone would agree or disagree with it. After listing these reasons, summarize your current position on the central statement using complete sentences.*

<b>Central Statement:</b>	
<b>Agree</b>	<b>Disagree</b>
<b>Summarize your current position on the central statement.</b>	

## Rules of Engagement for Philosophical Chairs

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- Maintain your understanding of the prompt or central statement throughout the activity.
- Actively listen to the person who is speaking.
- Wait for the teacher or facilitator to recognize you before you speak; only one person speaks at a time.
- Seek to understand the opposing speaker's point of view, even if you do not agree with them.
- Briefly summarize the previous speaker's argument before you make your response.
- Contribute your own thoughts, offering your reasons as succinctly as possible.
- Respond to statements and ideas only, not to the person giving them.
- Change your mind about the central statement as new information or reasoning is presented.
- Refrain from having side conversations during the debate portion of the activity.
- Move to the opposite side or to the undecided position if your thinking grows and changes as a result of convincing arguments from the opposing side.
- Support the discussion by maintaining order and contributing constructive comments.

## Participant Reflective Checklist for Philosophical Chairs

*Directions: Prior to the activity, review the questions below. Upon completion, check the boxes that best represent your Philosophical Chairs experience and summarize your reflection in the space provided.*

Did you...	Often	Sometimes	Rarely	No
Maintain your understanding of the prompt or central statement throughout the activity?				
Actively listen to the person who was speaking?				
Seek to understand the opposing speaker's point of view, even if you did not agree with them?				
Contribute your own thoughts, offering your reasons as succinctly as possible?				
Take any notes to help track the arguments that were presented from both sides?				
Change your mind about the prompt as new information or reasoning was presented?				
Refrain from having side conversations during the debate portion of the activity?				
Change your position if your thinking grew and changed as a result of convincing arguments from the opposing side?				
<b>If you spoke, did you...</b>				
Wait until the teacher/facilitator recognized you to speak?				
Briefly summarize the previous speaker's argument before you replied?				
Address the ideas that your opponents expressed, and not the people stating them?				

Summarize your reflection by referring to the items above, the areas in which you did well, and the areas in which you can improve for next time:

## 2.7 Socratic Seminar

### Student Objective

Students will develop a deeper understanding of complex ideas through rigorous and thoughtful dialogue.

### Overview

Socratic Seminar: Classic Style is a structured, collaborative dialogue, focusing on a common text or resource that students have analyzed and toward which they have prepared questions to spur the discussion. This strategy provides a format for students to practice skills in critical thinking, reading, and inquiry as they participate in the inquiry-based dialogue.

### Materials/Set-Up

- Teacher Resources:
  - [2.7a: The Elements of Socratic Seminar](#)
  - [2.7b: Sample Class Arrangements for Socratic Seminar](#)
  - [2.7c: Text Selection for Socratic Seminar](#)
- Student Handouts:
  - [2.7d: Dialogue vs. Debate for Socratic Seminar](#)
  - [2.7e: The Role and Responsibilities of the Socratic Seminar Participant](#)
  - [2.7f: Rules of Engagement for Socratic Seminar](#)
  - [2.7g: Academic Language Scripts for Socratic Seminar](#)
- In advance of the activity, provide students with a text to read in preparation. Also, select the class arrangement and text that you will utilize for the activity.

### Instructional Steps

- Familiarize yourself with the activity structure by reviewing [Teacher Resource 2.7a: The Elements of Socratic Seminar](#), [Teacher Resource 2.7b: Sample Class Arrangements for Socratic Seminar](#), and [Teacher Resource 2.7c: Text Selection for Socratic Seminar](#).
- Utilizing the information from the aforementioned resources, discuss the purpose, elements, and format of Socratic Seminar with students.
- Review the specifics of the class arrangement that you selected with students.
- Using [Student Handout 2.7d: Dialogue vs. Debate for Socratic Seminar](#), guide students through the differences between these two discourse styles.
- Review the “Before the Seminar” section of [Student Handout 2.7e: The Role and Responsibilities of the Socratic Seminar Participant](#).
- Instruct students to read or study the text or prompt, incorporating the appropriate critical reading process strategies, such as marking the text, pausing to connect ideas, writing in the margins, taking Cornell notes, or analyzing visuals.
- Remind students to complete the following:
  - Understand the purpose for reading, following the reading prompt, if provided.
  - Preview the text or subject, thinking about any teacher- or student-provided background information, to determine the structure of the text and identify possible biases.

- Have students generate at least two open-ended, higher-level questions that will help them probe deeper into the meaning of the text and the author’s intention. (See [Activity 2.2: Costa’s Levels of Thinking](#).)
- Remind students of the four essential elements of Socratic Seminar, which are described in [Teacher Resource 2.7a: The Elements of Socratic Seminar](#).
- Review the “During the Seminar” section of [Student Handout 2.7e: The Role and Responsibilities of the Socratic Seminar Participant](#), as well as [Student Handout 2.7f: Rules of Engagement for Socratic Seminar](#). Include your directions on what to do when the dialogue moves into debate.
- Instruct students to review [Student Handout 2.7g: Academic Language Scripts for Socratic Seminar](#) and have it available for reference during the Socratic Seminar.
- Ask students to arrange their chairs into a circle. They should be able to see everyone without having to lean forward or backward. Students should also have all of their necessary materials for participating in the Socratic Seminar—marked text, questions, pen and paper for taking notes—with them.
- Determine the opening question for the dialogue using one of the methods below:
  - The Socratic Seminar leader, who can also be seated in the circle, poses an opening question relating to the text in order to initiate the dialogue.
  - Each student in the circle reads one of their questions. After listening carefully, the Socratic Seminar leader or the students can select one as the starting question to open the conversation.
- Begin the dialogue with participants responding to the opening question. The dialogue continues as group members ask clarifying questions or offer responses. Consistently require students to build upon the comments and analysis of others.
- Continue the Socratic Seminar in this manner until all of the questions have been explored or time has drawn to a close.
- Consider conducting a Whip-Around so that each student can provide a closing thought or rhetorical question that summarizes their thinking.
- The final step of the Socratic Seminar is to debrief and reflect upon the process. Refer to the Socratic Seminar core strategy webpage on MyAVID for additional resources.

### Extension

- To increase rigor:
  - Base the Socratic Seminar on a more complex text.
  - Use multiple text sources related to the content, then have students analyze how the authors shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- To increase scaffolding:
  - Read the text aloud together and lead the class through the critical reading process strategies of marking the text and writing in the margins prior to the Socratic Seminar.
  - Reiterate, model, and encourage specific skills necessary for conducting effective dialogue.



## The Elements of Socratic Seminar

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A productive, engaging Socratic Seminar consists of four interdependent elements: (1) the text, (2) the questions raised, (3) the Socratic Seminar leader, and (4) the participants. A closer look at each of these elements will help explain the unique characteristics of a Socratic Seminar.

### The Text

Socratic Seminar texts are chosen for their richness in ideas, issues, and values in addition to their ability to stimulate extended, thoughtful dialogue. A Socratic Seminar text can be drawn from readings in literature, history, science, math, health, or philosophy; the “text” may also be drawn from music, works of art, photography, video, or other media. A good text raises important questions in the participants’ minds—questions to which there are no right or wrong answers. At the end of a successful Socratic Seminar, participants can often leave with more questions than they brought.

### The Questions

A Socratic Seminar opens with a question either posed by the leader or solicited from participants as they acquire more Seminar experience. A strong opening question has no right answer; instead, it reflects a genuine curiosity on the part of the questioner. A good opening question leads participants back to the text as they speculate, evaluate, define, and clarify the issues involved. Responses to the opening question often generate new questions from the leader and participants, inevitably inspiring more responses. In this way, the line of inquiry during a Socratic Seminar evolves on the spot, rather than being predetermined by the leader.

### The Leader

In a Socratic Seminar, the leader can play a dual role as facilitator and participant. The Seminar leader consciously demonstrates a thoughtful exploration of the ideas in the text by keeping the discussion focused on the text, asking follow-up questions, helping participants clarify their positions when the discussion becomes confused, and involving reluctant participants while restraining their more vocal peers.

As a Seminar participant, the leader actively engages in the group’s exploration of the text. To do this effectively, the leader must know the text well enough to anticipate various interpretations and recognize important possibilities in each. The leader must also exercise patience in allowing participants’ understandings to evolve as the discussion develops. The leader must also be willing to help participants explore nontraditional insights and unexpected interpretations.

Determining the Seminar leader is a scaffolded process. When students are new to Socratic Seminar, the teacher serves as the leader, marshaling students through the dialogue process. Explicitly modeling the responsibilities of the leader, the teacher then moves toward selecting a student who has demonstrated a familiarity with and understanding of what it means to lead a Seminar as well as having demonstrated the applicable skills necessary to manage his or her peers. When the majority of the class have been selected as leader at one time or another and have shown the capabilities of facilitating a productive Seminar, the position of leader is randomly chosen. This constitutes the pinnacle of Socratic Seminar leader selection.

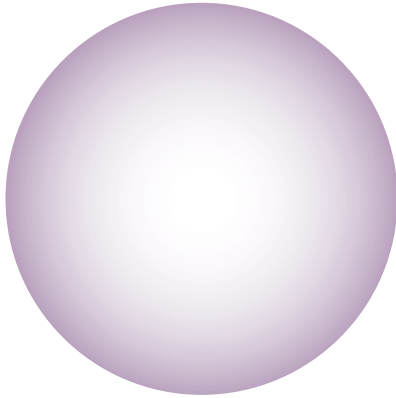
### The Participants

Socratic Seminar participants share the responsibility with the leader for the quality of the Seminar. Rewarding Seminars occur when participants process the text closely in advance, listen actively to the discussion, share their ideas and questions in response to the ideas and questions of others, and search for evidence in the text to support their ideas or their peers’ ideas. Participants acquire effective Seminar behaviors through participating in Seminars and reflecting on them afterward. After each Seminar, the lead and participants discuss the experience and identify ways of improving the Seminar process. Before each new Seminar, the leader also offers coaching and practice in specific habits of mind that improve reading, listening, thinking, and discussing. Eventually, when participants realize that the leader is not looking for the “right” answer but is instead encouraging them to think out loud and to openly exchange ideas, they discover the excitement of exploring important issues through shared inquiry. This excitement creates willing participants eager to examine ideas in a rigorous, thoughtful manner.

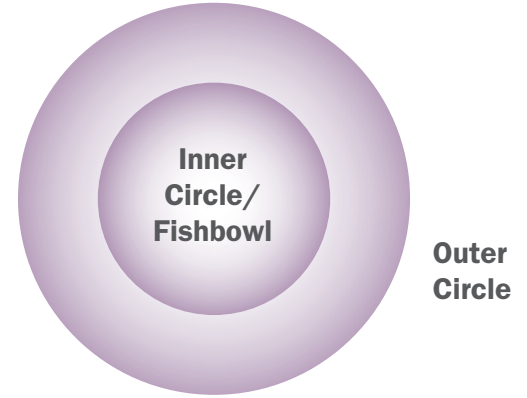
## Sample Class Arrangements for Socratic Seminar

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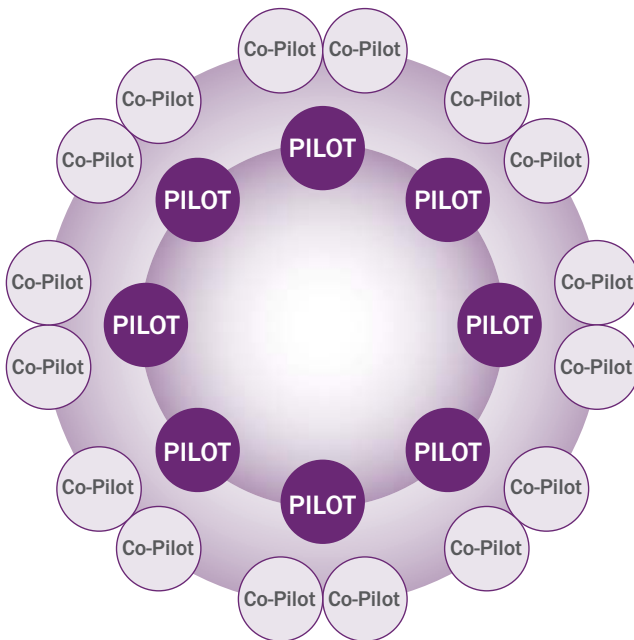
**One Large Seminar**



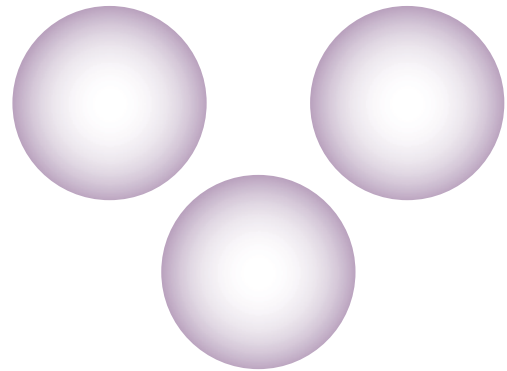
**Inner/Outer Circle or Fishbowl**



**Triad Seminars**



**Simultaneous**





## Text Selection for Socratic Seminar

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*Socratic Seminar focuses on deep discussion around a central text, so it is important that rich texts, complex enough to invite multiple interpretations and require negotiation to arrive at meaning, are chosen. Consider the following list of sources to help you think about your text selection:*

### All Content Areas – Print Texts

- Philosophical treatises
- Song lyrics
- Essays
- Articles (e.g., journals, magazines, current events, AVID Weekly, etc.)
- Editorials
- Political cartoons
- Policies (e.g., government, business, health, public)
- Workplace documents (e.g., contracts, instructions, manuals, etc.)
- Communication/public relations documents (e.g., flyers, posters, propaganda, etc.)

### All Content Areas – Non-Print Texts

- Photographs
- Art pieces
- Video clips

### Mathematics

- Mathematical proofs
- Mathematical word problems
- Logic “arguments”
- Critical thinking puzzles
- Graphical information and/or data

### Science

- Experimental designs or protocols
- Court/legal cases
- Professional organization bulletins (e.g., FDA, CDC, WHO, etc.)
- Medical practice guidelines
- Codes of ethics
- Environmental issues (e.g., policies, current event articles, journal articles, etc.)
- Primary-source documents (e.g., Newton’s laws, works of Galileo or Pythagoras, etc.)
- Articles from the web (e.g., sciencenews.org, nature.com, etc.)

## Text Selection for Socratic Seminar

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### Physical Education/Health

- Codes of ethics
- Professional organization bulletins (e.g., FDA, CDC, WHO, etc.)
- Medical practice guidelines
- Nutrition labels
- Fitness guidelines
- Dietary recommendations
- Weight-loss program descriptions
- “Playbooks”/game strategies

### Social Sciences

- Primary- or secondary-source documents
- Historical speeches (written or oral)
- Laws
- Edicts
- Treaties
- Historical literature
- Legislative bills
- Court/legal cases

### Language Arts

- Primary- or secondary-source documents
- Historical speeches (written or oral)
- Poems
- Short stories
- Excerpts from novels
- Plays
- Biographies/autobiographies

### Visual and Performing Arts

- Performances (e.g., dance, play, monologue, musical, etc.)
- Art pieces
- Scripts
- Scores
- Art history texts
- Artist biographies/autobiographies
- Photographs
- Director, choreographer, conductor, or animator notes (background information about the creative process)

## Dialogue vs. Debate for Socratic Seminar

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

*The best Socratic Seminars are those in which something new and unexpected is discovered. This happens when the Socratic Seminar is approached as a collective search for information or exploration of ideas through dialogue, rather than a defense of opinions through debate.*

Dialogue	Debate
Dialogue is collaborative, with multiple sides working toward a shared understanding.	Debate is oppositional, with two opposing sides trying to prove each other wrong.
In dialogue, one listens to understand, to make meaning, and to find common ground.	In debate, one listens to find flaws, to spot differences, and to counter arguments.
Dialogue broadens, and possibly changes, a participant's point of view.	Debate affirms a participant's point of view.
Dialogue thrives on an open-minded attitude and openness to being wrong and to changing.	Debate fosters a close-minded attitude and a determination to be right and defends assumptions as truth.
In dialogue, one submits one's best thinking, expecting that other people's reflections will help improve it, rather than threaten it.	In debate, one submits one's best thinking and defends it against challenges to show that it is right.
Dialogue calls for temporarily suspending one's beliefs.	Debate calls for investing wholeheartedly in one's beliefs.
In dialogue, one searches for strengths in all positions.	In debate, one searches for weaknesses in opposing positions.
Dialogue respects all of the other participants and seeks not to alienate or offend.	Debate rebuts contrary positions and may belittle or deprecate other participants.
Dialogue assumes that many people have pieces of answers and that cooperation can lead to workable solutions.	Debate assumes that someone already has a single right answer.
Dialogue remains open-ended.	Debate demands a conclusion and a winner.

## The Role and Responsibilities of the Socratic Seminar Participant

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Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

### Before the Seminar

- Read the text or consider the artifact/prompt carefully.
- Use highlighters to mark crucial portions of the text.
- Make notes in the margins.
- Look for places where the author is stating his or her views, arguing for them, or raising questions.
- Write Level 2 or 3 questions (Costa's Levels of Thinking).
- Make connections between parts of the text by using your margin notes.
- Think about what you have read and how you understand it.
- Make connections between the ideas in the text and what you know from your life experiences.

### During the Seminar

- Be prepared to participate; the quality of the seminar is diminished when participants speak without preparation or do not participate at all.
- When appropriate, refer to the text; a seminar is not a test of memory.
- Ask for clarification when you are confused.
- Take turns speaking instead of raising hands.
- Listen carefully and actively to other participants.
- Speak clearly so all can hear you.
- Address other participants, not the seminar leader.
- Discuss the ideas of the text, not each other's opinions.
- Show respect for differing ideas, thoughts, and values.
- Give evidence and examples to support your responses.
- Help fellow participants clarify questions and responses.
- Keep your mind open to new ideas and possibilities.

### After the Seminar

- Reflect on your participation as an individual and the group as a whole.
- Discuss with your group parts of the seminar you think went well and which skills you and your fellow participants still need to improve.
- Use writing to think about both the process and the content of the seminar.
- Be prepared to help set goals for improvement in the next seminar.

## Rules of Engagement for Socratic Seminar

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**Name:** \_\_\_\_\_ **Subject:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- Be prepared to participate and ask good questions. The quality of the Socratic Seminar is diminished when participants speak without preparation.
- Show respect for differing ideas, thoughts, and values—no put-downs or sarcasm.
- Allow each speaker enough time to begin and finish his or her thoughts—don't interrupt.
- Involve others in the discussion, and ask them to elaborate on their responses.
- Build on what others say—ask questions to probe deeper, clarify, paraphrase, add to, and synthesize a variety of different views in your own summary.
- Use your best active listening skills—nod, make eye contact, lean forward, provide feedback, and listen carefully to others.
- Participate openly and keep your mind open to new ideas and possibilities.
- Refer to the text often and give evidence and examples to support your response. Discuss the ideas of the text, not each other's opinions or personal experiences.
- Take notes about important points that you want to remember or new questions that you want to ask.

## Academic Language Scripts for Socratic Seminar

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Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

### Clarifying

- Could you repeat that?
- Could you give us an example of that?
- I have a question about that: ...?
- Could you please explain what \_\_\_\_\_ means?
- Would you mind repeating that?
- I'm not sure I understood that. Could you please give us another example?
- Would you mind going over the instructions for us again?
- So, do you mean...?
- What did you mean when you said...?
- Are you sure that...?
- I think what \_\_\_\_\_ is trying to say is...
- Let me see if I understand you. Do you mean \_\_\_\_\_ or \_\_\_\_\_?
- Thank you for your comment. Can you cite for us where in the text you found your information?

### Probing for Higher-Level Thinking

- What examples do you have of...?
- Where in the text can we find...?
- I understand..., but I wonder about...
- How does this idea connect to...?
- If \_\_\_\_\_ is true, then...?
- What would happen if \_\_\_\_\_?
- Do you agree or disagree with their statement? Why?
- What is another way to look at it?
- How are \_\_\_\_\_ and \_\_\_\_\_ similar?
- Why is \_\_\_\_\_ important?

### Building on What Others Say

- I agree with what \_\_\_\_\_ said because...
- You bring up an interesting point, and I also think...
- That's an interesting idea. I wonder...? I think... Do you think...?
- I thought about that also and I'm wondering why...?
- I hadn't thought of that before. You make me wonder if...? Do you think...?
- \_\_\_\_\_ said that... I agree and also think...
- Based on the ideas from \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_, it seems like we all think that...

## Academic Language Scripts for Socratic Seminar

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Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

### Expressing an Opinion

- I think/believe/predict/imagine that... What do you think?
- In my opinion...
- It seems to me that...
- Not everyone will agree with me, but...

### Interrupting

- Excuse me, but... (I don't understand.)
- Sorry for interrupting, but... (I missed what you said.)
- May I interrupt for a moment?
- May I add something here?

### Disagreeing

- I don't really agree with you, because...
- I see it another way. I think...
- My idea is slightly different from yours. I believe that... I think that...
- I have a different interpretation than you...

### Inviting Others into the Dialogue

- Does anyone agree/disagree?
- What gaps do you see in my reasoning?
- What different conclusions do you have?
- \_\_\_\_\_ (name), what do you think?
- I wonder what \_\_\_\_\_ thinks?
- Who has another idea/question/interpretation?
- \_\_\_\_\_ (name), what did you understand about what \_\_\_\_\_ said?
- We haven't heard from many people in the group. Could someone new offer an idea or question?

### Offering a Suggestion/Redirecting the Seminar

- We can't seem to find the connection to the text. Could you point out what and where that connection is?
- We all want to remember that our goal is a flow of questions and comments and ideas to be shared, rather than a debate to be won.  
How could your comment be rephrased to reflect our goal?
- Maybe you/we could...
- Here's something we/you might try: ...
- What if we...?
- We seem to be having a debate instead of a dialogue; can we...
- Who has another perspective to offer that will help us refocus the conversation?
- Let's look at page \_\_\_\_\_ and see what we think about...

## 2.8 Simultaneous Socratic Seminars

### Student Objective

Students will use inquiry to discuss a text in a small-group setting that is facilitated by one of their peers.

### Overview

Socrates believed that the more a person can make reasoned decisions, the more happiness it can bring them. This activity provides the opportunity for our students to develop Costa's leveled questions and statements, then participate in a Socratic Seminar to discuss a text and make these reasoned decisions. Students feel empowered when given an opportunity to share their opinions in a smaller group setting.

### Materials/Set-Up

- Teacher Resources:
  - [2.7a: The Elements of Socratic Seminar](#)
  - [2.7b: Sample Class Arrangements for Socratic Seminar](#)
  - [2.7c: Text Selection for Socratic Seminar](#)
- Student Handouts:
  - [2.2e: Costa's Levels of Thinking: Vocabulary](#)
  - [2.7d: Dialogue vs. Debate for Socratic Seminar](#)
  - [2.7e: The Role and Responsibilities of the Socratic Seminar Participant](#)
  - [2.7f: Rules of Engagement for Socratic Seminar](#)
  - [2.7g: Academic Language Scripts for Socratic Seminar](#)
- In advance of the activity:
  - Decide how large your Socratic Seminar groups will be and who will be the Socratic Seminar leader for each group (e.g., with 30 students, five groups of six could be utilized). Group size may vary from four to six students.
    - Be sure to choose leaders who will be able to keep the group discussing the text (e.g., AVID Elective students, students serving on the Associated Student Body, students who participate in class actively and often, student-athletes, students who are leaders outside of school).
    - When possible, meet with your student leaders prior to the start of the Socratic Seminar, perhaps at lunchtime. Explain the elements of a Socratic Seminar, specifically focusing on the leader's role as described in [Teacher Resource 2.7a: The Elements of a Socratic Seminar](#).
  - Design a layout for your classroom that will allow the groups of four to six to sit facing one another. Tables can be used, or students can simply sit in chairs facing each other.
  - Students should have participated previously in multiple activities involving Costa's Levels of Thinking. Remind students that the words contained within each level represent the metacognition that the brain is performing at that level.





- Choose a text that you want the students to collaboratively inquire more deeply about. This should be a topic that has already been covered in class so that the students will have some prior knowledge. Write questions/statements on a few index cards in case you need to stimulate a group's discussion.

## Instructional Steps

- Review [Student Handout 2.2e: Costa's Levels of Thinking: Vocabulary](#) with your students. Additionally, all of the Socratic Seminar resources and handouts (2.7a–g) should be reviewed prior to beginning the activity.
- Have students read the text and create three to five questions or statements from the text. These questions/statements can be typed, drafted on paper, or written on sticky notes.
- As the students write their questions/statements, move around the room and monitor what they have written.
  - Providing stems for English Language Learners may be helpful at this stage.
- Once the entire class has written at least three questions/statements, have them move their chairs/desks into the decided-upon grouping.
- Have student leaders begin the Socratic Seminar by posing one of their questions/statements. They will then ask each student to share one of their own.
- The student leaders will begin their discussion by picking one of the shared questions/statements. The leaders will make sure that all of their group members are participating and follow the elements of a Socratic Seminar.
- While the students are participating, move throughout the room and monitor discussions. Make sure to be in a position where you can see all of the groups while rotating. If necessary, drop off one of the index cards that you created at any groups where the discussion has stagnated.
- After 15–20 minutes of discussion, have students go back to their seats.
- Finally, provide a reflective writing assignment for students to explain what was discussed in their groups, as well as their own ideas from the text.

### Extension

- To integrate technology, use an LMS to conduct the discussions in an online forum.

## Creative Thinking

Humans are creative by nature. Oftentimes, formal education hinders growth in creativity, as educators expect one “right” answer. For educators, it is important to keep in mind the following notion conveyed by Albert Einstein: It is a miracle that curiosity survives formal education. Being able to think creatively is key in opening up a realm of opportunities for students. Anyone can follow a set of procedures or duplicate an idea that already exists. Creative individuals do not rush to define the nature of problems (Kelley & Kelley, 2013). They look at the situation from various angles, consider causes and reasons for occurrence, and generate a greater range of possibilities (Csikszentmihalyi, 1990).

Creative thinking skills can be taught to students; educators must make learning emotionally relevant to the student by adding an element of doubt and curiosity to learning situations. Students should also be exposed to open-ended questioning and problems that lend themselves to exploration (Torrance, 1987). Consistently working with students on building this familiarity with and repetition of thinking resourcefully helps them to have greater comfort in developing creative solutions when confronted with problems—a real need in today’s fast-paced, ever-changing society.



## 2.9 Design Thinking

### Student Objective

Students will learn how to solve a problem in a creative way.

### Overview

Students will learn how the design thinking process works using a current event. The design thinking concept allows students to collaborate with others to creatively solve a problem, receive feedback, redesign, and even test or carry out solutions.

### Materials/Set-Up

- Student Handouts:
  - [2.9a: Current Event Problem and Solution Worksheet](#)
  - [2.9b: Current Event Planning Worksheet](#)
- Foam ball
- Sticky notes
- In advance of the activity, preview and select a current event(s) to share with students. The current event(s) can be shared in a variety of ways, such as via a newspaper, magazine, website, local TV news excerpt—whichever mode seems like it would be a good fit for the students. Also, find five or six important words that will be used within the activity.

### Instructional Steps

- Have students form circles of three to five and give each group a foam ball, or alternatively, have the students crumple up a piece of paper to use as a ball.
- Shout out a word, and students must say the first thing that comes to mind before the ball is passed on to another student. This continues until you “toss” another word in (i.e., in the middle of the ball being passed around, change the word, causing students to have to think on their feet and change what they are saying). Repeat this process two to four times.
  - Students’ minds should now be ready for the next portion of the activity.
- Now, share the current event(s) with students.
- After the current event(s) is shared, give students a pack of sticky notes. Students should first individually write down the problems or concerns that they found about the current event. Remind students that this is a time for brainstorming; they should think of as many things as possible, as there are no wrong answers. Encourage students to think beyond the information that you shared and write things that they see as problems in the community.
- Label the board with categories where students can place their sticky notes.
  - For instance, some categories might be: the environment, social justice, treatment of animals, hunger, and violence. Be open to adding any categories, and students can help come up with additional categories.

- Each student should put all of their sticky notes into the most closely related category.
- Give students a minute to read through other students' sticky notes.
- Once students have read through the sticky notes, as a group, they will choose one category that is most interesting and note it on [Student Handout 2.9a: Current Event Problem and Solution Worksheet](#), which will be filled out throughout the rest of the activity.
- Groups will then read the sticky notes in that category more closely and pick one sticky note that is the most interesting to all.
- The next part is the consideration of this as an opportunity to make change. Students should finish the following sentence starter: "We should solve this problem so that..."
- One group member should write the statement on another sticky note, put it next to the group's category, and then share why "we should solve this problem."
- Students should now take the time to research the problem and list solutions that are already in place.
  - What new ideas do students have to solve this problem?
- Groups should choose one of the new ideas and create a plan to solve the problem. They will note this plan on [Student Handout 2.9b: Current Event Planning Worksheet](#).
- Once all plans are completed, have students participate in a World Café to get feedback from classmates about the plan for solving the problem (see the instructional steps in [Activity 3.3: Large-Group Discussion](#)).
- After feedback is given, students should then go back and revise the plan on the Current Event Planning Worksheet.
- Depending upon the amount of time, students could then test and/or carry out the new solution to solve the problem that they chose and finish up by sharing with others what happened during this process.

### Extension

- To increase rigor, allow students to test or carry out a new solution and see where it goes.
- To increase scaffolding, work together as a class on a chosen topic, where all groups are addressing the same category and problem.
- To integrate technology, web- or app-based online discussion forums can be used to brainstorm and as a vehicle for providing feedback.



## Current Event Problem and Solution Worksheet

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Prompts	Responses
Which category is most interesting to our group?	
Which problem within the chosen category is most interesting to our group?	
We should solve this problem so that...	
What solutions are already in place to solve this problem?	
What new ideas do we have to solve this problem?	
Which new idea that we came up with is the most interesting to our group?	

## Current Event Planning Worksheet

---

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

### Initial Plan to Implement New Idea

(Create steps that need to be followed to implement your plan.)

### Revised Plan to Implement New Idea

(Update your plan, using feedback from your classmates.)

## 2.10 Innovation University

### Student Objective

Students will collaborate using their critical thinking skills to create a prototype of a new product that will make their school a better place.

### Overview

Modeled after the popular television show *Shark Tank*, this activity involves students creating innovative solutions to fix issues within their class or school. Ultimately, the Funding Board will decide which product they think is the best innovation.

### Materials/Set-Up

- Student Handouts:
  - [2.10a: Product Idea Worksheet](#)
  - [2.10b: Product Design Worksheet](#)
  - [2.10c: Supplies List and Budget](#)
  - [2.10d: Sample Questions](#)
- Fake money or checks
- Scissors
- Cardstock
- Tape
- Stapler and staples
- Sticky notes

### Instructional Steps

- Create groups of three to five students, making sure to have a variety of personalities and abilities within each group.
- As a group, students will brainstorm several problems that they see in their school and write their answers down on [Student Handout 2.10a: Product Idea Worksheet](#).
- Next, the group should decide upon the problem that they agree needs to be fixed.
  - Encourage groups to think of varied and unusual ways of solving the problem before narrowing it down to one idea.
- Share supplies that students can use to build the prototype. Supply students with “\$300” (in fake paper money or checks) that they can use to buy supplies.
- Before prototypes can be made, students should draw and label what the prototype will look like, make sure to use dimensions, and evaluate the supplies that are needed, along with the related costs. They will use [Student Handout 2.10b: Product Design Worksheet](#) to accomplish this.
- If students want other supplies, negotiations may be allowed for an additional cost, as determined by the teacher.
- Utilizing [Student Handout 2.10c: Supplies List and Budget](#), students will prepare a budget and decide on which materials they will need.

- In their groups, students will now build their prototype.
- Once the prototype is built, the group can create a pitch to try to and “sell” the idea to the Funding Board (i.e., the judges of the products).
  - The panel can be comprised of a group of teachers or fellow students in the class. Alternatively, the teacher can serve as the lone panelist.
- Students should use [Student Handout 2.10d: Sample Questions](#) to help prepare for the pitch.
- The pitch to the “sharks” should be five minutes in length and must be creative, with all group members participating.
- When groups are ready, pitches of the prototypes can begin.
- Each funder will have \$2,000 (in fake money or checks) to offer for a stake in the prototype.
- All groups will present their products and answer the funders’ questions.
- Once all groups have presented, the funders will decide how much of their \$2,000 they will invest in each product.
- The group that earns the most money for their idea wins.

### Extension

- To increase scaffolding:
  - Provide a list of problems that the school might currently have that need to be fixed.
  - Instruct students to research common problems that tend to arise in schools and identify how they are already being fixed.
  - Supply students with the problem that needs to be fixed.
- To integrate technology:
  - Have students create an app to fix school problems.
  - Encourage students to figure out how to get technology into the hands of all students.
  - Lead a discussion about how technology may or may not decrease some of the current problems in the school.





## Product Idea Worksheet

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

*Make sure to brainstorm as many problems and possibilities as possible. This is an opportunity to think outside of the box and to be as creative as possible. The sky is the limit!*

Reflect upon brainstorming questions:	Jot down brainstorming thoughts:
Look around your classroom. What do you see that could use some improvements?	
Take a walk around the school. Where in the building do you see improvements that need to be made? What can be invented to make learning more fun, more efficient, or just better?	

What product would make your <b>classrooms</b> better?	What product would make your <b>school</b> better?

The problem that we will solve is \_\_\_\_\_

because \_\_\_\_\_

The product or item that we will make is \_\_\_\_\_, and it will help the classroom or school by \_\_\_\_\_.

## Product Design Worksheet

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Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Draw and Label Product

## Supplies List and Budget

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

You have \$300 to work with in funding for your prototype materials. Plan accordingly.

Supply Item	Cost	Amount Needed	Total Cost
<b>White Paper</b> (1 sheet)	\$50		
<b>Cardstock</b> (1 sheet)	\$75		
<b>Sticky Notes</b> (5)	\$5		
<b>Tape</b> (6 inches)	\$50		
<b>Paper Clip</b> (1)	\$20		
<b>Scissors</b> (for rent)	\$10		
<b>Stapler</b> (for rent)	\$10		
<b>Staples</b> (per row)	\$5		

## Sample Questions

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- How much money are you looking for the “sharks” to invest?
- What will they receive in return for their investment?
- How is your company/product different than every other similar company?
- How did you come up with the idea for your business?
- What is the focus (i.e., mission statement and/or slogan) for your business?
- What is your business strategy?
- Who is your target market?
- How much does it cost to make your product?
- What will you sell your product for?
- What will your profit be for each unit sold?
- How will you sell your product (e.g., online, through your own store, at other retail outlets)?
- How do you plan on getting the product out to the customers?
- How big of a need is there for your item with the public?
- What will you do first with the money?

CHAPTER THREE

# Collaboration



Visit the *AVID Bridges to Success* webpage on MyAVID for additional materials and resources.



## Chapter Outline

### Collaborative Structures

- 3.1: Discussion Pairs
- 3.2: Small-Group Discussion
- 3.3: Large-Group Discussion

### Relational Capacity

- 3.4: Class Environment: Collaborative Norms Contract
- 3.5: Class Environment: Call and Response
- 3.6: Icebreaker: Name Tents
- 3.7: Icebreaker: Beach Ball Toss
- 3.8: Energizer: Brain Gymnastics
- 3.9: Energizer: Double-This, Double-That
- 3.10: Energizer: Finger Math Olympics
- 3.11: Energizer: Mind Image
- 3.12: Energizer: Pass the Prop
- 3.13: Energizer: Information Sharing
- 3.14: Team Builder: Act/React
- 3.15: Team Builder: Team Résumé
- 3.16: Team Builder: Who Is Telling the Truth?



## Collaboration

Encouraging collaboration within a classroom setting is a crucial component in the development of successful students. Many classrooms that successfully apply this approach intentionally infuse collaboration with social development in order to support the acquisition of academic content. Successful implementations of classroom collaboration include opportunities for students to participate in positive interdependence, individual accountability, equal participation, and simultaneous interaction (Kagan, 1994). When collaborating cooperatively, students experience challenges associated with working amongst a wide range of viewpoints and learning styles, broadening their individual perspectives, and deepening their metacognitive thinking, which accelerates academic and affective learning.

When students are active participants in a collaborative learning process, they become further empowered to take ownership of the content being learned and are intrinsically motivated to think critically and share ideas with others. According to Johnson and Johnson (1999), “When efforts are structured cooperatively, there is considerable evidence that students will exert more effort to achieve (learn more, use higher-level reasoning strategies more frequently, build more complete and complex conceptual structures, and retain information learned more accurately), build more positive and supportive relationships (including relationships with diverse individuals), and develop in more healthy ways (psychological health, self-esteem, ability to manage stress and adversity)” (p. 73). These features of collaborative work must be taught explicitly to instill within students the confidence to progress toward self-efficacy and academic success.

There are many proven benefits when deliberately incorporating collaborative structures into the classroom environment. A synthesis of research finds that collaborative learning strategies improve the level of achievement by students, as well as the strength of their interpersonal relationships. The resulting effects of collaborative activities on achievement indicated significantly higher success in collaborative grouping in comparison to traditionally taught control groups. These positive effects were found in all major subjects; at all grade levels; in urban, rural, and suburban schools; and for high, average, and low achievers (Slavin, 1981). The collaborative structures described in this chapter will assist students in developing the skills—such as oral language, listening, writing, reading, self-advocacy, leadership, teamwork, heightened self-esteem, and higher-level thinking—to become successful learners.

By the end of this chapter, the reader will be able to:

- Develop the ability in students to utilize collaborative structures to engage in their own learning.
- Create a welcoming classroom environment of comfort, energy, acceptance, and excitement.
- Engage students in creating and monitoring the classroom expectations and norms.

## Collaborative Structures

### Supporting Collaboration

Having a clear plan for collaboration within the classroom is important prior to determining how students will interact. Educators should consider the parameters of the learning task, the unique needs of the individual students, and the roles and responsibilities that will be required of each student. Clear expectations and directions for each collaborative structure will provide students with a greater chance of success.

A constructive classroom culture plays an essential role in student success. A risk-free classroom environment, built on foundations of trust and respect, must be fostered in order to reap the full benefits of collaboration. Students who build rapport with classmates develop a growth mindset and advance as both students and members of a classroom community. Supporting a classroom focus on team-building, with vital emphasis on opportunities for sharing and reflecting, greatly aids the formation and sustainability of a productive learning environment.

### Collaborative Structures

Collaborative structures, or methods of organizing peer-to-peer interactions, can be embedded into any content area to further enhance learning and student engagement. According to Kagan (1989), “Structures differ also in their usefulness in the academic, cognitive, and social domains, as well as in their usefulness in different steps of a lesson plan” (p. 15). Structures should be explicitly taught and modeled for optimal achievement with respect to the learning goal. The value of the structure will increase throughout the year, as students become familiar with community expectations and procedures. In addition to teaching the technique of the structure, students should also plan for dealing with conflicts that may be encountered during collaboration. Groups should establish norms to deal with conflicts and set aside time to reflect on the group’s performance.





## 3.1 Discussion Pairs

### Student Objective

Students will work systematically in pairs, taking turns listening and speaking.

### Overview

The utilization of discussion pairs creates the opportunity for students to quickly partner up and engage in dialogue about course content, ideas, or points of confusion. Although having students sit directly next to other students is beneficial, it is also important to vary the partners in order to spread out points of view, allow multiple opportunities for understanding, and build an overall collaborative class structure. The following pairing strategies are ideal for accessing prior knowledge, debriefing content, checking work, and sharing summarization of understanding.

### Materials/Set-Up

- Student Handouts:
  - [3.1a: Pairs Check Discussion Guide](#)
  - [3.1b: WICOR Study Buddies Log](#)
- Prepared discussion topics

### Instructional Steps

#### Dyads

- Have students find partners utilizing a grouping strategy that is most appropriate for both the class and the number of times that students will switch partners.
  - This is a good opportunity to use WICOR study buddies.
- Once everyone is partnered up, instruct them to determine which person will be Partner A and which will be Partner B.
- Assign a topic for students to discuss.
- Explain the following directions:
  - Partner A speaks for a specific amount of time (e.g., two minutes) on the assigned discussion topic.
  - While Partner A is speaking, Partner B is strictly an active listener.
  - When the allotted time is up, Partner B speaks, and now Partner A takes on the role of the active listener.
  - After that pair has been allowed to speak for the allotted time, partners engage in dialogue with one another around the information that was shared. Students may ask clarifying questions or share additional information related to the topic.

#### Think–Pair–Share

- Provide students with a topic or question.
- Direct students to generate ideas, write a reflection, or answer a question.
- Have students find partners utilizing a grouping strategy that is most appropriate for both the class and the number of times that students will switch partners.
  - This is a good opportunity to use WICOR study buddies.

- Instruct one partner to share their answers and any evidence that supports their responses, while the other partner listens.
- Partners should then switch roles.
- After an adequate amount of time has been allotted for discussion, elicit student responses for whole-class sharing.

### Pairs Check

- Divide students into groups of four. Direct each group to form two pairs within that larger group.
- Distribute practice problems and a copy of [Student Handout 3.1a: Pairs Check Discussion Guide](#) to each pair.
- Use the Pairs Check Discussion Guide to model the process with two students, then with the group of four. Check with the class to make sure they understand the structure.
- One student begins by solving the first problem. This student should think aloud while solving the problem so that their partner can hear the thought processes.
- While the student works to solve the problem, the other partner will give feedback and check the work using inquiry questioning.
- Have partners switch roles and continue to solve the problems.
- After completing all of the problems and agreeing on the answers, each pair should take turns presenting a problem to the other pair in the group.

### WICOR Study Buddies

- Distribute a copy of [Student Handout 3.1b: WICOR Study Buddies Log](#) to each student.
- Instruct students to stand up and move around the room while music plays. Play the music for a short amount of time (e.g., 30 seconds).
- When the music stops, direct students to select a partner near where they are standing.
- Students should introduce themselves and record their new partner's name next to the W on the log.
  - If the students do not yet know all of their classmates by name, it may be helpful for them to write down a distinguishing feature (e.g., girl with red hair in a ponytail) to aid recall.
- Continue playing and stopping music accordingly to allow students to meet new partners and record names by each letter of WICOR on the WICOR Study Buddies Log.
- Subsequently, any time that students need a study buddy, call out one of the WICOR letters.
  - For example, the teacher might instruct students to work with their "O" partner on a day when students are collaborating to layer Cornell notes.

### Extension

- To increase scaffolding, provide a visual of the structure, which students may refer to for cues. Students may also need sentence frames to assist with initiating dialogue.

## Pairs Check Discussion Guide

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Use this resource to guide your discussion during your Pairs Check activity.

1. In your group of four, split up into two pairs.
2. Within each pair, choose who will be the “solver” and who will be the “coach.”
3. The “solver” begins by starting to work out the first problem while speaking the thought processes involved in the problem aloud.
4. The “coach” listens to the “solver” and helps out by asking questions.
5. After each problem, switch roles.
6. When all problems are complete, meet back in your group of four. Each group member must then present the solution to at least one of the problems. This will help all of you check to see if you got the correct solutions to the problems.

	Solver	Coach
<b>Job Description</b>	<ul style="list-style-type: none"> <li>• Solve the problem by utilizing all of the available resources.</li> <li>• Think out loud so the “coach” can identify what is known and what might cause confusion.</li> <li>• Ask questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Carefully observe as the “solver” works through the problem.</li> <li>• Listen as the “solver” shares thought processes.</li> <li>• Ask questions.</li> </ul>
<b>What It Might Sound Like</b>	<ul style="list-style-type: none"> <li>• “As I look over my notes, I can see that I first must...”</li> <li>• “When I multiply these two numbers together, I get...”</li> <li>• “I know that ____ means...”</li> <li>• “This is where I get stuck...”</li> <li>• “I understand how to do the first three steps, but I need help when I get to the fourth step...”</li> <li>• “May I look at your notes?”</li> </ul>	<ul style="list-style-type: none"> <li>• “Why don’t you start by reviewing your notes to see if you can identify the first step in the problem?”</li> <li>• “What other resources can you use to solve the problem?”</li> <li>• “What do you think ____ means?”</li> <li>• “Can you explain why you are supposed to do this?”</li> <li>• “What else could you try?”</li> <li>• “How can you check to see if you got it right?”</li> </ul>

## WICOR Study Buddies Log

---

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

*For each partner that you find, write their name next to the letter that the teacher gives.*

<b>W</b> _____	<b>I</b> _____
<b>C</b> _____	
<b>O</b> _____	<b>R</b> _____

## 3.2 Small-Group Discussion

### Student Objective

Students will share ideas and suggestions with two to four other students to clarify understanding.

### Overview

Small-group discussions are ideal for students to generate multiple ideas and points of view about course content. In contrast to discussion pairs, which generate a deeper content discussion with a single perspective, small-group discussions allow your students to quickly generate multiple ideas for various perspectives.

### Materials/Set-Up

- List of topics or questions to discuss

### Instructional Steps

#### Helping Trios

- Divide the class into groups of three.
- Instruct triad groups to assign one of the following letters to each member: A, B, and C.
- Give groups a topic (e.g., “content that I am struggling with in class,” “a problem that I am not certain about”) to discuss.
- Explain the following directions:
  - Student A is in the “hot seat” and should discuss the topic for two minutes, while Students B and C silently employ active listening skills without speaking.
  - Next, Students B and C provide feedback to Student A for two minutes, while Student A listens and remains silent.
  - All three partners then engage in open dialogue for two minutes.
  - Repeat this process two more times, with Student B and Student C in the hot seat.
- If appropriate to the task/topic, consider having the active listening partners take notes about what the speaker has shared.

#### Numbered Heads Together

- Prior to utilizing this structure for the first time, explain to students that they will be working in groups to make sure all of the students understand the material that will be discussed. Share with the students how they can hold each other accountable for the information (e.g., quiz each other, ask one another to paraphrase, ask group members to explain why an answer is correct).
- Form groups of three to five students using any grouping strategy.
- Have students number off accordingly (e.g., in a group of four, students will number off 1–4). Confirm that students have numbered off correctly by asking all the 1s, 2s, etc. to raise their hand when prompted.
- Provide the groups with a question or idea to discuss.

- Students will put their “heads together” to discuss the answer to the question and ensure that all students in the group understand the correct answer, as the students do not know which number will be called.
- Call out a number randomly and ask all of the students with that number to step forward or, if seated, to stand up. These students then share their group’s answer with the class.
- Repeat the process with new questions or ideas to discuss.

### **Team Huddle**

- Instruct all students to move around the room when they hear music playing. Ask students to stand, then start the music.
- Turn off the music and call out “Huddle” and a number.
  - For example, call out “Huddle Four,” and students will then huddle in groups of four. Any students not in a group of four should form their own huddle.
- Once players are in huddles, call out an action and a low-risk topic to share.
  - For example, have students high-five one another and share their favorite music genre or group.
- Turn the music back on and continue calling out huddle groups of different numbers and giving them actions and topics.
- Gradually increase the depth and complexity of each topic that the huddles will discuss and allow for more time in each huddle as groups share.

### **Extension**

- To increase rigor, utilize Level 2 or 3 questions throughout the discussion.
- To increase scaffolding, decrease the sharing time or provide sentence frames to support dialogue.



## 3.3 Large-Group Discussion

### Student Objective

Students will collaborate to review key concepts, discuss topics, and build academic language.

### Overview

In contrast to pair discussions that allow for in-depth conversations or small-group dialogues that provide intimate conversations with a little more variety of perspective, large-group discussions provide an opportunity to quickly generate a very wide set of perspectives. Since a vast amount of ideas can be shared quickly, large-group discussion is ideal for accessing prior knowledge or debriefing learning.

### Materials/Set-Up

- Before beginning large-group discussions, it is advisable to move furniture, so that students can move about freely.
- Materials and set-up considerations are dependent upon the activity chosen. Refer to the appropriate instructional steps.

### Instructional Steps

#### Carousel Brainstorm

- In advance of the activity, write a different topic, question, or quotation at the top of each piece of chart paper and post them around the classroom.
- Divide the students into groups based on the number of topics posted on chart paper (e.g., for five topics, divide students into five groups).
- Send each group to a different piece of chart paper. Assign different-colored markers to each group to monitor group participation.
- Give students a short amount of time to brainstorm as many ideas as possible for the topic presented on the chart paper.
- After the allotted time is up, have all groups rotate to the next poster, bringing their assigned marker color with them to the next rotation.
- Each group will then review the ideas already captured on the chart and add their own ideas or questions.
- Repeat this process until all of the groups have recorded ideas for each topic.
- Once all of the groups have been to all of the posters, have students complete a gallery walk to review the compiled posters, discussing ideas that other groups added.

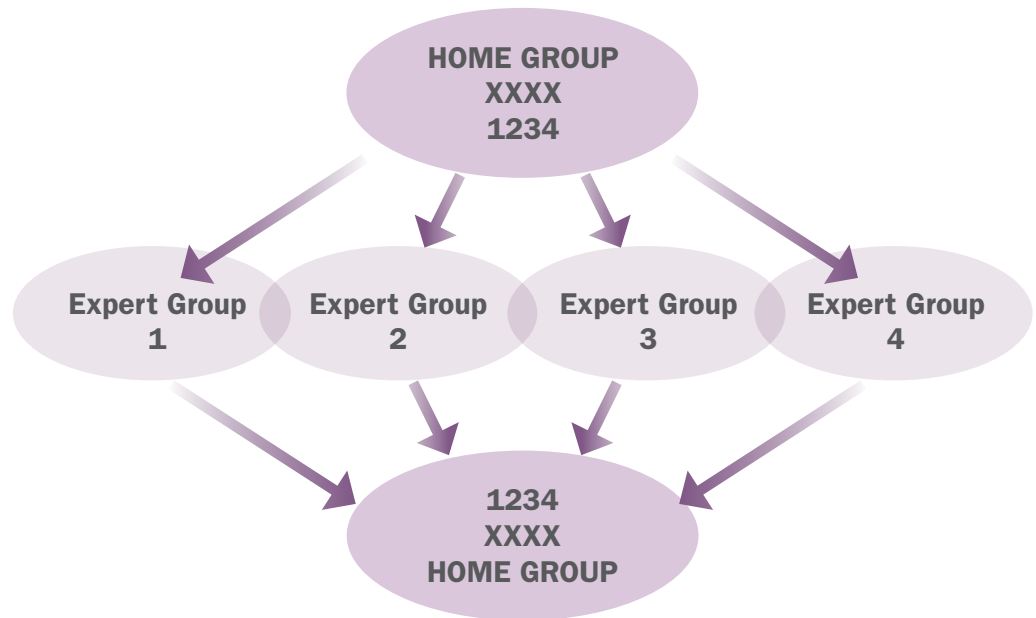
#### Four Corners

- In advance of the activity, set up the room by placing one of four topical posters in each of the four corners of the classroom.
  - For example, if the purpose of the activity is to have students evaluate an idea, make the following four posters and post them in the four corners of the room: Strongly Agree, Agree, Disagree, Strongly Disagree.

- Read a statement aloud (e.g., “Failure is an important part of life”) and have the students write down whether they strongly agree, agree, disagree, or strongly disagree with the statement and why.
- When students have finished writing, have them move to the corner that most accurately represents their stance.
- Students then engage in a group discussion, justifying why they chose their corner. Students may add to their writing to include reasons or notes to support their stance.
- Each group will need to identify a spokesperson, who will summarize their group’s position for the rest of the groups.
- Allow each group to share out and engage in a debate, ensuring that before a group shares their next point, they summarize the point of the group that preceded them.

**Fishbowl**

- Identify a collaborative process or concept to be demonstrated (e.g., task completion, problem-solving, group discussion, group brainstorm).
- Select a group of students to demonstrate the process; these students will be the “fish” inside of the fishbowl.
- Explain to the remaining students that they will stand, or sit, on the outside of the fishbowl, looking inward. Their role is to observe the content being discussed, as well as the fishbowl process.
- Give instructions to the “fish” and allow them to work through the assignment. As necessary, provide guidance to the fishbowl groups.
- As the “fish” work on the task and communicate, the observers should take notes on the content and process.
- Debrief the activity with the entire class, relying on the student observers to share insights about the collaborative process that was used by the “fish” to complete the given task.



**Jigsaw**

**Home Group/Expert Group**

- In advance of the activity, determine the assigned text or task for each expert group.





- Divide the students into small groups, which will serve as their “home” groups. The number and size of the home groups is determined by the number of sections of the text to be read or the number of concepts to be introduced or reviewed.
- Assign each home-group member a number that corresponds to the section of the text to be read or to the concept to be mastered (i.e., one member will be assigned to “1,” another to “2,” and so on). Each member of a given home group is responsible for reading one part of the whole text or for mastering one of the assigned concepts.
- Then ask students to leave their home groups and form “expert” groups with other students who have been assigned the same number.
- Ask each expert group to read or review their assigned portion of the larger topic. Expert group members assist each other with questions, clarifications, and summaries as they read through the related information. Encourage students to take notes during this process. Ultimately, expert group members will return to their home groups as specialized experts. To prepare for that, each student should have an opportunity to rehearse and teach the lesson to their other expert-group members.
- After the allotted expert-group time has passed, have students return to their home groups. Students then teach their home group about their specialization (i.e., share what they learned in their expert groups).
- Instruct home groups to synthesize the lessons from each expert group into a comprehensive understanding of the whole text or topic by summarizing the main ideas of each section or concept and identifying how all of the parts are related.
  - The synthesis of compartmentalized information into a bigger picture is analogous to assembling a jigsaw puzzle, hence the activity name.
- Students reassemble as a whole class and share their responses and thoughts.
- Debrief after the Jigsaw to address both process and content.

### **Inner/Outer Circle**

- Give each student a slip of paper or index card containing a topic, question, or vocabulary word that they will need to discuss.
- Give students two minutes to think about the topic and write notes on the slip of paper.
- Divide students into two equal groups.
  - Slips of paper can be color-coded for easy grouping.
- Place half of the group in the inner circle, directly facing a member of the group in the outer circle.
- Instruct students in the outer circle to speak first. Students may ask a question, share information, or make a connection with the topic on their paper.
- Provide a limited amount of time for the partners to share and respond.
  - Create a signal for students to show when they are finished sharing.
- Rotate the outer circle two students to the left to create new facing partners. Instruct students to share or respond to the next topic.
- Students will then repeat the process with a new partner.

- Repeat this as many times as appropriate for the objective of the lesson. Alternate the rotations between the inner and outer circle, ensuring that all students have an opportunity to move.

### **Conga Line**

- Give each student a slip of paper or index card containing a topic, question, or vocabulary word that they will need to discuss.
- Give students two minutes to think about the topic and write notes on the slip of paper.
- Divide students into two groups.
  - Slips of paper can be color-coded for easy grouping.
- Half of the group should form a line, and the other half should line up in a parallel line next to the first group of students, facing each other.
- Provide a limited amount of time for the partners to share and respond.
- Create a signal for students to show when they are finished sharing.
- When sharing is completed, have one or two students at one end of the line walk to the other end and all others move one or two spaces over to face a new partner.
- To form a “conga line,” use conga music to cue students when to move; all students dance while one line moves.
- Repeat this as many times as appropriate for the objective of the lesson.

### **Bend the Line**

- Present a prompt, topic, or question to which the students will respond.
- Direct students to line up in one straight line according to an order or sequence that is logically dictated by the prompt or topic and their response to it (e.g., line up in alphabetical order by first names, in sequential order by birthdates, in numerical order by distance to college of choice).
- Tell the students to “bend the line” and guide a student from one of the ends all the way to the person at the opposite end of the line. The other students should follow the leader until everyone has a facing partner.
- Students then share information on a given topic, question, or prompt.
- When sharing is completed, have one or two students at one end of the line walk to the other end and all others move one or two spaces over to face a new partner.
- Repeat this as many times as appropriate for the objective of the lesson.

### **World Café**

- In advance of the activity, determine the topic, issue, or problem of discussion. One text can be used with different questions at each station, or alternatively, a different text can be utilized for each station.
- Predetermine questions or prompts for each station. Questions should lead to the analysis and evolution of problems and solutions related to the topic.
- Each station should contain chart paper and markers, with the question or prompt written on the chart paper.
- To add to the World Café theme, create at each station a comfortable environment conducive to conversations.
- Assign students to their first World Café station. Groups should be no larger than five students at each station.



- Ask one student to be the group leader for the first round.
  - The group leader focuses on the discussion question, keeps the group on task, and records the group's responses and key ideas on chart paper.
- Provide students with the text or issue for discussion.
- Ask groups to read the text and discuss the questions that are posted on their chart paper. The group leader records responses and key ideas, keeping the group discussion focused on the assigned prompt.
- Rotate students through each station with a set amount of time, depending on the text and topic.
  - Ten minutes is a good amount of time for each rotation.
- When it's time to rotate, students choose a new group of choice. Students would not necessarily sit with the same group of students.
- Ask one student to stay behind after the rotation to summarize the work that the previous group completed. This student becomes the new group leader.
- Have students discuss and respond to the questions for their next station. The group leader adds responses to the chart paper.
- Have the students repeat the process until they have rotated through each station or as many stations as time permits.
- Ask students to process the following questions upon completing their initial conversation:
  - How might you prioritize responses on the chart?
  - How can you summarize the thinking from each group that met at this station?
  - Who else should be involved in this discussion?
  - What are some next steps?
- Debrief the World Café structure by asking students to write a learning log reflection in response to the following prompts:
  - Did everyone contribute to the discussion?
  - Did students consider each other's ideas?
  - What can be done next time to enhance the work of the group?
  - What presentation or speaking skills should be a focus?

### **Extension**

- To increase rigor, appoint group leaders, turning over the implementation of the strategy to the students.
- To increase scaffolding, have students begin conversations in smaller groups before moving to large-group discussions.

## Relational Capacity

Building genuine relationships with and between students leads to a social and academic environment that is conducive to their development as successful students. Educators must strive to create and foster an environment that is culturally aware, sensitive, respectful, and responsive to cultural differences. As noted in *AVID Culturally Relevant Teaching: A Schoolwide Approach*, “The core principles of such a classroom include choice, communication, collaboration, critical inquiry, authentic learning, relevant and creative curriculum, and social responsibility by showing community-mindedness” (Boyko et al., 2016, p. 2). The quality of the relationships built in a positive classroom can have long-lasting effects.

Educators must be thoughtful and intentional about the classroom-environment decisions made on a daily basis in order to promote high expectations for all students and construct a classroom philosophy of respect and trust for all stakeholders. As stated in *AVID Critical Thinking and Engagement: A Schoolwide Approach*, “Relational capacity is the degree of trust and level of safety between members of a group. In an educational context, this specifically refers to the established level of trust and safety between teachers and students, as well as directly between students. Classes that are high in relational capacity are characterized by energy and comfort, where students feel mutual ownership in the expectations and learning within the classroom” (Bendall, Bollhoefer, & Koilpillai, 2015, p. 5). Developing an environment that is solidly built upon relationships is a foundational component of a successful classroom.

This section includes strategies for educators to build this relational capacity with and between students. Icebreakers, energizers, and team-building activities play a role in forming bonds in the community and foster an atmosphere of respect and collaboration.

- Icebreakers offer an opportunity for teachers and students to get to know one another and become familiar with individual personalities. Students build an appreciation of the unique characteristics that each individual brings to the classroom.
- Energizers provide the opportunity for movement or state changes throughout the day. These are short breaks that include playful movement, laughing, chanting, or singing to promote productive learning and build relationships. Brain breaks are a proven way to enhance brain capacity.
- Team builders help construct a foundation for respectful collaboration and positive relational capacity while developing a sense of belonging and a willingness to take academic risks.



## 3.4 Class Environment: Collaborative Norms Contract

### Student Objective

Students will adhere to collaborative norms established as a classroom community.

### Overview

Collaborative norms are ideals and standards of behavior shared by a group. Establishing norms enables collaboration to happen more respectfully and efficiently. Social contracts are an agreement of behavior to promote a self-managing classroom. Allowing involvement in determining the norms gives students a sense of ownership that leads to enhanced adherence to the norms. It is recommended that social norms be developed at the beginning of each school year and revisited as needed throughout the year. The following social norms are an example from Learning Forward ([www.learningforward.org](http://www.learningforward.org); used with permission, all rights reserved):

- **A**sk questions.
- **E**ngage fully.
- **I**ntegrate new information.
- **O**pen your mind to diverse views.
- **U**tilize what you learn.

### Materials/Set-Up

- Teacher Resource:
  - [3.4b: Norms Example](#)
- Student Handout:
  - [3.4a: Components of Effective Collaboration](#)
- Chart paper
- Markers

### Instructional Steps

- Provide each student with a copy of [Student Handout 3.4a: Components of Effective Collaboration](#) and have them mark the text by underlining main ideas and circling key words.
- Divide the class into groups of three or four students each.
- Tell the students, “In order for all of us to promote a self-managing, positive learning environment with shared expectations, we will all have to live by an agreed-upon set of expectations for collaboration. We will call these agreed-upon expectations our collaborative norms contract.”
- Utilizing [Teacher Resource 3.4b: Norms Example](#), introduce the AEIOU norms. If preferred, a different acronym can be used.
- Instruct students to work with their small group to create a list of possible collaborative expectations for the class that fit into each of the AEIOU (or other) categories. Ensure that all suggestions are framed in a positive manner (e.g., “Be a good listener” instead of “Don’t talk when others are talking”).

- Direct groups to share their list with the class. Record the ideas on chart paper as groups take turns reading their norms out loud. As students begin to repeat ideas, put a checkmark next to each idea that is repeated.
- Once the list is complete, determine students' levels of agreement with the norms by asking, "Is this set of norms something that, as-is, we can all agree to live with and practice?"
  - It is important that these norms apply to everyone in the classroom learning community and that all community members feel empowered to hold each other accountable. Reminders to adhere to community norms can be teacher-to-student, student-to-student, or student-to-teacher.
- Use this contract as a living document by referring to, reviewing, and revising it as needed.
- Allow students to reflect and share after collaborative group activities periodically. Students may respond to these questions verbally or in writing:
  - Was there equal distribution of work and effort in this activity by all group members?
  - What metaphor could describe your feelings during today's activity?
  - What was one good idea that someone on your team suggested?

### Extension

- To integrate technology, use a collaborative document-creation tool, such as Google Docs, to compile group suggestions into a collaborative norms contract. Students can use the comments feature to fine-tune the proposed suggestions.



## Components of Effective Collaboration

Component	What Is It?	Tips
<b>Positive and Productive Communication</b>	Positive and productive communication includes verbal (speech) and nonverbal (body language/facial expressions) messages that are respectful and focused on the task or goal. This also includes active listening skills, speaking skills, and a team's communication using technology outside of class.	<ul style="list-style-type: none"> <li>• Be aware of both tone of voice and body/facial expressions.</li> <li>• Use technology (e.g., email, Skype, FaceTime, Dropbox, Edmodo, Google Drive) to continue communicating outside of class.</li> </ul>
<b>On-Task Behavior</b>	The group focuses on the task and avoids distractions.	<ul style="list-style-type: none"> <li>• Make sure that each group is not too close to another group. Find a private space if possible.</li> <li>• Invite group members to participate.</li> </ul>
<b>Equitable Work</b>	Group members divide responsibilities fairly and ensure that all students have the opportunity to share ideas.	<ul style="list-style-type: none"> <li>• Be willing to listen to all ideas and decide, as a group, which idea (or combination of ideas) is best.</li> <li>• Do your share of the work.</li> <li>• Invite group members to participate.</li> </ul>
<b>Task Analysis</b>	The group identifies the goal and plans out a course of action to meet the goal.	<ul style="list-style-type: none"> <li>• As a group, read instructions carefully and mark the text (take notes on the instruction sheet), if possible.</li> <li>• Identify the goal/target and refer back to it each time that the group meets.</li> <li>• Use tools (e.g., collaboration social contract, agenda/planner, backwards mapping) to break up the assignment into logical parts.</li> </ul>
<b>Leadership</b>	Group members (maybe more than one) encourage all students to participate and contribute and may provide the group with direction and a sense of purpose.	<ul style="list-style-type: none"> <li>• Encourage others.</li> <li>• Identify team strengths and interests and distribute work accordingly.</li> <li>• Share the leadership.</li> </ul>
<b>Conflict Management</b>	When disagreements arise, group members use specific strategies to find a resolution.	<ul style="list-style-type: none"> <li>• Utilize the conflict management process and available credible resources to manage disputes.</li> </ul>

## Norms Example

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**A**sk questions.

**E**ngage fully.

**I**ntegrate new information.

**O**pen your mind to diverse views.

**U**tilize what you learn.

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## 3.5 Class Environment: Call and Response

### Student Objective

Students will interact with the speaker by responding to a call for attention.

### Overview

Call-and-response interactions occur between a speaker and listeners and take the form of singular calls that are acknowledged by group responses. Responses can be solicited or spontaneous, and the calls or responses can be expressed linguistically, musically, verbally, or nonverbally. Call-and-response interactions are used to bring students to attention, think about class mantras, reinforce content, or celebrate achievements.

### Materials/Set-Up

- Teacher Resource:
  - [3.5a: Call-and-Response Options](#)

### Instructional Steps

- When using call and response with students, first consider the purpose of the students' response. When students respond, it should be intended to accomplish one of the following:
  - To bring the class to attention
  - To re-engage the class
  - To reinforce key information
  - To celebrate a success
- Model the expectation for how students will respond to the call with the appropriate response.
- Use call and response frequently to support a culture of success and accountability.

### Extension

- To increase rigor, allow students to create call-and-response options that reinforce content or review information for an upcoming assessment. Have students teach their calls and responses to the class.

## Call-and-Response Options

### Attention Signals

Name	Call	Response
Student Success	Student	Success
Rock and Roll	Ready to rock	Ready to roll
Class	Class, class	Yes, yes
Oh Me!	Oh me!	Oh my!
Crystal Clear	Crystal	Clear
Hakuna Matata	Hakuna	Matata
Whoop! Whoop!	Can I get a...?	Whoop, whoop!
Collaboration and Listen	Stop!	Collaborate and listen
Mascot	[School Mascot]	Rocks!
Waterfall	Waterfall	Shhhhhh!

### Celebrations

Name	Call	Response (action)
AVID Clap	AVID Clap on three: 1, 2, 3	Pound desk, pound desk, clap
Firecracker	Firecracker on three: 1, 2, 3	Clap hands, say “Pop, pop!”, and snap
Good Job	Good job on three: 1, 2,	Say “G-Double O-D-J-O-B. Good job! Good job!”
Raise the Roof	Raise the roof on three: 1, 2,	Pump hands in the air and say “Woot, woot!”
Snap, Crackle, Pop	Snap, crackle, pop on three: 1, 2, 3...Snap, crackle, pop!	Snap fingers, rub hands, and clap hands
Round of Applause	Round of applause on three: 1, 2, 3	Clap hands in a circle
Rubber Band Clap	Stretch it, stretch it, stretch it, and...	Stretch hands apart three times and clap hands three times quickly
Seal of Approval	Seal of approval on three: 1, 2, 3	Stiffen and extend arms out in front, and then clap hands together and make a barking noise like a seal
You Rock	You rock on three: 1, 2, 3	Hold out one arm with the palm up; take the other hand, make a fist, and place it on top of the palm

### Key Ideas

Name	Call	Response
Great Lakes	HOMES!	Huron, Ontario, Michigan, Erie, Superior
PEMDAS	Order of operations	Parentheses, exponents, multiplication, division, addition, subtraction
Branches of Government	Branches of government	Executive, legislative, judicial

## 3.6 Icebreaker: Name Tents

### Student Objective

Students will develop familiarity with their classmates while also discovering similarities and differences with each other.

### Overview

Name tents allow the students and teacher to learn about each other, as well as demonstrate individual creativity, by creating a physical name card that stands up on each desk. This strategy should be used early in the year to facilitate introductions and assist group members in memorizing names.

### Materials/Set-Up

- Cardstock or light-colored construction paper
- Markers
- In advance of the activity, create and display a name tent for yourself so that students can view it as an example.

### Instructional Steps

- Have students fold a piece of cardstock or light-colored construction paper in half horizontally.
- Students will then open up the paper slightly and stand it up on the table to see how it will be oriented.
- Instruct students to write their name in large print in the middle on both sides.
- On one side, have students write a different fact in each of the four corners. Examples include:
  - The elementary school that the student attended last year
  - The name of the student's teacher last year
  - The student's favorite school subject
  - The student's favorite food
  - The best thing that the student did over the summer
  - The superpower that the student would like to have
  - The one thing that the student is excited about this school year
  - The college that the student wants to attend
  - The career that the student hopes to have
  - Three words to describe the student
- When completed, students should open the name tent wide enough to stand it on their desk.
- Have students take turns sharing the information on the name tent with their table or the entire class.

- To debrief, have students respond to these questions verbally or in writing: How did this activity help you make connections with your classmates? From this activity, what similarities did you find with other students?

### Extension

- To increase scaffolding:
  - Encourage use of the name tents daily and require students to address each other by name.
  - Collect the name tents each day and shuffle them randomly to reseal students next to new peers, encouraging them to learn about a new student each day.



## 3.7 Icebreaker: Beach Ball Toss

### Student Objective

Students will build their relational capacity by sharing personal information in a fun way while establishing a culture of safety, honesty, and mutual trust.

### Overview

As students begin to increase their relational capacity, they start to feel comfortable speaking in front of the class and sharing both personal and content-related information. Beach Ball Toss is a fun activity that encourages students to build community, share information, and take risks in a friendly and positive environment.

### Materials/Set-Up

- Teacher Resource:
  - [3.7a: Beach Ball Questions](#)
- One beach ball, with the numbers 1–20 written on it to correspond to the questions within [Teacher Resource 3.7a: Beach Ball Questions](#)

### Instructional Steps

- Display [Teacher Resource 3.7a: Beach Ball Questions](#) for the class to easily see throughout the room.
- Have a student volunteer to hold the ball and toss it to another student in the class, calling them by their name as they toss the ball.
- The student who catches the ball announces the number that is closest to their right-hand thumb.
- Have the student read and answer the question related to the number that is called.
- Students should answer the question in a complete sentence. For example, “If I could spend the day with anyone, it would be \_\_\_\_\_ because \_\_\_\_\_.”
- When the student has answered the question, repeat the previous steps, allowing a new student to respond to a question each time.
- Allow students to reflect and share some facts and similarities that they learned about their classmates. Students may respond to these questions verbally or in writing:
  - How did this activity help you learn the names of your classmates?
  - Which of your classmates do you still not know?
  - What similarities do you have with your classmates?

### Extension

- To increase rigor, alter the questions to support a review of subject-area content.

## Beach Ball Questions

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1. What is your favorite thing to do on the weekend?
2. What is your favorite school subject? Why?
3. If you could choose to be a famous actor, athlete, or musician, which would you choose? Why?
4. If you could spend the day with anyone, who would it be? Why?
5. If you could ask the president one question, what would it be? Why?
6. What was a moment in your life when you tried something and simply were not good at it?
7. How long does it take you to get ready in the morning?
8. If you were an animal, what would you be? Why?
9. What is something kind that you could do for another person today?
10. What is your favorite time of the year? Why?
11. If you could be invisible for a day, what would you do?
12. Are you a good friend?
13. If you could change one rule that your school has, what would it be?
14. Who is your favorite relative? Why?
15. Would you rather be really tall or really small?
16. What college would you like to attend? Why?
17. What hobby would you like to start? Why?
18. What is the most common compliment that people give you?
19. What three adjectives describe you?
20. What are you most proud of?

## 3.8 Energizer: Brain Gymnastics

### Student Objective

Students will energize and refocus their minds.

### Overview

Brain Gymnastics forces students to use both sides of their brain simultaneously. It can be used when students need a quick brain break from their work to re-energize.

### Materials/Set-Up

- None

### Instructional Steps

- Ask students to take out a piece of scratch paper.
- When they hear “Go,” students should write as many numbers as they can, counting by one (e.g., write 1, 2, 3, 4...), as fast as they can. They do this until they hear “Stop.”
- After calling out “Stop,” have students put their pencils down and compare how many numbers they recorded with a partner.
- Next, instruct them that when they hear “Go,” they need to say as many numbers as they can, counting by 2 (e.g., say 2, 4, 6, 8...), as fast as they can. Again, they do this until they hear “Stop.”
- After calling out “Stop,” have students compare how many numbers they said with a partner and pick their pencils back up.
- Instruct students that when they hear “Go” this time, they need to write numbers, counting by 1, as fast as they can, and at the same time, say numbers, counting by 2, as fast as they can.
- After calling out “Stop,” have students compare how many numbers they wrote down, as well as how many they said, with a partner.

### Extension

- To increase rigor:
  - Choose a more challenging pattern for students to write and say (e.g., counting aloud by 5 and writing numbers backwards from 100 to 1, writing numbers counting by 3 and saying squared numbers).
  - Have students write down everything that they can think of that is fast, slow, short, or tall while saying a number pattern or doing a kinesthetic movement (e.g., snapping, clapping).

## 3.9 Energizer: Double-This, Double-That

### Student Objective

Students will work with a partner to practice oral language, self-control, and cooperation.

### Overview

Double-This, Double-That is a fast and fun energizer. It provides students' minds and bodies with both a physical and a mental break from the content.

### Materials/Set-Up

- Chart paper or projection screen
- In advance of the activity, post the chant on chart paper or via a projector to teach the students the chant.

### Instructional Steps

- Select a student to model the actions for each motion, emphasizing that all motions should be gentle.
- Discuss appropriate ways to support partners who need help learning the words and motions of the chant.
- Begin slowly, with students' hands in loose fists held up in front of them at about chin level.
  - **Double-Double:** Tap pinkie side of fists twice against same side of partner's fist.
  - **This-This:** Tap palms twice against partner's palms.
  - **Double-Double:** Tap pinkie side of fists twice against same side of partner's fist.
  - **That-That:** Tap backs of hands twice against backs of partner's hands.
  - **Double-This:** Tap fists and then palms once against partner's palms.
  - **Double-That:** Tap fists and then back of hands once against backs of partner's hands.
  - **Double-Double:** Tap pinkie side of fists twice against same side of partner's fist.
  - **This-That:** Tap palms once against partner's palms and then once against backs of partner's hands.
- As students learn the chant, progressively increase the speed.

### Extension

- To increase rigor:
  - Have students work with a partner to create different actions to go along with the chant. Ask for volunteers to present their new actions to the class.
  - Have students complete the physical actions of the chant without talking or saying the chant.





## 3.10 Energizer: Finger Math Olympics

### Student Objective

Students will energize and refocus their minds through a quick-thinking activity.

### Overview

This activity requires students to think quickly to solve simple math problems. Students will incorporate movement, compete in solving simple math problems, and cheer on teammates.

### Materials/Set-Up

- Prior to the activity, ensure that there is ample space for movement.

### Instructional Steps

- Have students stand up in a large empty space and form partner groups.
- Each student then places one hand behind their back.
- On the count of three, the student brings their hand from behind their back and puts up zero to five fingers.
- Tell students to multiply the two numbers displayed between the partners. The first person to say the answer is the winner.
- Instruct the student who loses to stand behind the winner, follow them, and cheer them on in their next match.
- Direct winning students to find a new partner to challenge. The losing student (as well as the student who they defeated in the first round) will then follow the winner and cheer them on in their next match.
- Play continues until there are only two students left in the game, with all other students cheering for their respective individual in the pair.

### Extension

- To increase rigor, students may use both hands in order to allow for multiplication beyond the number five.
- To increase scaffolding, students may add together the two numbers displayed.

## 3.11 Energizer: Mind Image

### Student Objective

Students will work in groups to create an image in their minds.

### Overview

Mind Image is an energizer that provides students with a brain break from content and teaches them how to create and build upon an image in their mind. Students practice listening skills, self-control, creativity, and visualization.

### Materials/Set-Up

- None

### Instructional Steps

- Introduce this energizer by explaining to students what it means to imagine something in their minds.
- Ask students to close their eyes and keep them closed until the activity is over.
- Then tell students, “Close your eyes and imagine a tall tree with green leaves.”
- Ask one student to respond to the question “Can you add one detail to our image?” If needed, provide some ideas, such as a bird, a person, or a house.
- After the first student adds a detail, ask another student to add an additional detail.
- Continue this process several times until students begin to understand how to build a mind image.
- The next time that this energizer is used, have students work in table groups for the creation process. It is helpful to have students hold hands and gently squeeze the hand of the person who goes next.
- Assign a group leader to begin by saying, “Imagine this....”
- Rotate around the group, having each student add a detail that they are imagining in their mind. Students should repeat the details that have been said before it is their turn. For example:
  - Student 1: “Imagine this: A dog is running down the street.”
  - Student 2: “A dog is running down the street chasing a white cat.”
  - Student 3: “A dog is running down the street chasing a white cat. A little girl walks out of her house.”
  - Student 4: “A dog is running down the street chasing a white cat. A little girl walks out of her house in her pajamas, calling for her cat.”
- Rotate around the group until someone forgets a detail of the image or until a set amount of time is up.



## Extension

- To increase rigor:
  - Assign one student the role of illustrator. The illustrator sits with the group, but is in charge of illustrating the details of the image that the students in the group are sharing.
  - Use this activity to recreate a scene in a piece of text.



## 3.12 Energizer: Pass the Prop

### Student Objective

Students will communicate through movement.

### Overview

This activity requires students to use an object for something other than how it was originally intended. Not only are students incorporating movement, but they are also challenged to think about something in a different way. Challenging the brain helps to grow dendrites, which form connections between brain cells.

### Materials/Set-Up

- An object to be used as a prop (e.g., stapler, stuffed animal, tennis ball)
- In advance of the activity, ensure that enough space is available to form a large circle.

### Instructional Steps

- Have students stand in a circle. If preferred, the class can split into two groups to make two circles.
- Define the word *prop* as any moveable item that is used on a set of a play or handled by an actor.
- Introduce the students to the prop that they will use for this activity.
- Explain to students that the object of this game is to change the function of the prop they are holding into something that it is not usually used for by using it in a different way. The student must demonstrate this new usage without making any sounds.
- Model an example.
  - For instance, using a stapler as a prop, pretend that it is a telephone; hold it to your ear and mouth words as if you were speaking into it. Alternatively, you can pretend that it is a fork and use it to eat food.
- Direct students to call out what the prop has become. When the answer has been called out, pass the prop to the right, and then that student will continue the process.
- Remind students that no “repeats” are allowed, so students must come up with a different use for the prop each time it is passed.
- Continue the rotation until all students have had a turn.

### Extension

- To increase scaffolding, allow students to make sounds as they use the prop.



## 3.13 Energizer: Information Sharing

### Student Objective

Students will energize and refocus their minds through movement and state changes.

### Overview

These relational capacity energizers are designed to get students out of their seats after extended periods of sitting. Standing Meeting accomplishes this through the sharing of information through conversation. During Stand Up–Sit Down, students use body movements to spell subject-related vocabulary. Finally, in Stand–Share–Sit, students respond to a question and summarize or process information.

### Materials/Set-Up

- Prepared list of words (for Stand Up–Sit Down)

### Instructional Steps

#### Standing Meeting

- Have students stand up to process or share information with a partner. This is a good opportunity to use WICOR Study Buddies (see [Activity 3.1: Discussion Pairs](#)). Ideas include the following:
  - Repeat directions to a partner and clarify understanding.
  - Respond to a question.
  - Read a text in tandem with a partner.
  - Quiz each other.

#### Stand Up–Sit Down

- Direct the students to stand beside their chairs.
- Tell the students that they will spell a word representing a current topic.
- Say the word and spell it out loud.
- Ask students to stand up when they hear a consonant and sit down when they hear a vowel.
- Practice slowly with the first few words (e.g., Collaboration, Success, AVID).
- Repeat the process for as many words as desired.
- The class may be divided in half, with one side standing for vowels and the other half for consonants.

#### Stand–Share–Sit

- Ask students to stand up at their desks, holding any notes or information needed to share with their group.
- Instruct students to take turns sharing their responses to the assigned task (e.g., written reflection, response to a question, brainstorming idea). Students may share in any order around the table.
- Have each student sit down after sharing.
- When all students are sitting, have a few students share out about the topic with the whole class.

## Extension

- To increase rigor, have students create leveled questions to use during Stand–Share–Sit. Students are expected to ask a question and respond to a question. In small groups, start the activity with everyone standing. After the first person asks a question, they sit while someone responds. Then the person who responded sits. Repeat this process until everyone is sitting. Continue the process by having students stand after they speak for a second time. The activity ends when all students are standing. If the group numbers are odd, some students might not ask and respond to a question, but all students should speak two times.
- To integrate technology, consider utilizing a random-name generator to select partners or groups for Standing Meeting. Also, an electronic countdown clock can be used to monitor sharing time between partners.



## 3.14 Team Builder: Act/React

### Student Objective

Students will develop their ability to create a safe and positive environment while taking personal risks.

### Overview

Act/React is a game that continues the development of relational capacity through a fun and competitive activity. Students are required to continue the risk-taking process by acting in front of their peers, with the potential for intra-team conflict.

### Materials/Set-Up

- 3 x 5" index cards
- Timer

### Instructional Steps

- Pass out an index card to each student and have them write one “event,” encouraging them to be creative and use words that end in “-ing” to describe the event. Some examples include:
  - Cooking Thanksgiving dinner
  - Tossing the game-winning pass in the Super Bowl
  - Winning a \$50,000 scholarship for college
- Split the class into two random teams.
- Collect the index cards, creating two separate piles.
- Ask for five volunteers from each team to be the actors. Ask one actor to randomly select a card from the other team’s pile. The teacher should read the card first and, if necessary, modify it.
- Choose a time limit—anywhere from 30 seconds to one minute.
- Say “Go,” and have the five volunteer actors perform their event simultaneously in the front of the classroom. They can use sounds and gestures, but no words.
- The other members of their team must attempt to guess the event that is being depicted.
- Monitor and keep track of when the correct answer is guessed. Alternate between teams and keep score.
- Allow students to reflect and share some facts and similarities that they learned about their classmates. Students may respond to these questions verbally or in writing:
  - What was your favorite part of this activity? What was your least favorite part?
  - What skills did we build or reinforce with this activity?

### Extension

- To increase scaffolding, when an event was not identified correctly by the guessing team, allow the other team one guess to “steal” the point.

## 3.15 Team Builder: Team Résumé

### Student Objective

Students will work in newly formed teams to discover group similarities through the creation of a group representation.

### Overview

Team Résumé provides students with an opportunity to make connections to each other by identifying similarities and learning new information about one another.

### Materials/Set-Up

- Chart paper
- Markers
- In advance of this activity, select résumé categories.

### Instructional Steps

- Form teams and distribute chart paper on which each group can create their team résumé.
- Explain that each team is going to create a résumé that is representative of the team.
  - Possible categories include favorite foods, sports, hobbies, size of family, pets, interesting facts, favorite subjects, and college or career goals.
- Provide students with one category at a time. After announcing the category, require 30 seconds of think time before student groups can begin discussion.
- Have students write individual responses for one minute.
- As a team, have students share their individual responses one at a time in a round-robin format. Allow students to ask each other questions for additional information and clarification.
- Provide each team with three or four minutes to summarize what was shared individually and create a statement to add to their résumé on chart paper.
- Repeat this process for multiple categories.
- Once the résumés are complete, have teams create a team name to add to their poster.
- Have teams share their résumé with the class.
- Allow students to reflect and share some facts and similarities that they learned about their classmates. Students may respond to these questions verbally or in writing:
  - What was the most challenging aspect of this activity?
  - What skills did we build or reinforce with this activity?
  - Was there an equal distribution of work and effort in this activity by all group members?

### Extension

- To increase scaffolding, provide a word bank for each category.
- To integrate technology, have teams research parts of a résumé online and select categories that they feel are most important to share.





## 3.16 Team Builder: Who Is Telling the Truth?

### Student Objective

Students will develop their ability to think creatively and speak in front of a group.

### Overview

Who Is Telling the Truth? helps students learn about their classmates. Simultaneously, they are encouraged to develop their creative thinking and speaking skills.

### Materials/Set-Up

- None

### Instructional Steps

- Ask each student to compose a list of interesting information about themselves that they would be comfortable having shared with the group. Suggested topics include:
  - Unique facts about themselves or their family members
  - Memorable encounters or events
  - Favorite activities or hobbies
- Have each student submit their completed list, with their name written at the top.
- Select four students to stand at the front of the room. Make sure that you choose the list of one of the selected students in front of you.
- Read one of the pieces of information from the selected student's list (e.g., "One of these individuals broke their arm after trying to jump out of a tree.").
- Give each of the four students 30 seconds to prepare their story.
  - For Academic Language Learners, consider providing academic language scripts to support students' ability to dynamically introduce academic vocabulary and switch from social to academic language.
- Then give each of the four students one or two minutes to tell a story related to that piece of information. Three of the students will be making up their stories, while one will be telling their real story.
- Have all of the other students in the class vote for who they think was telling the truth. Then have the person who was telling the truth raise their hand.
- Repeat these steps with a new group of four students.
- Allow students to reflect and share some facts and similarities that they learned about their classmates. Students may respond to these questions verbally or in writing:
  - What was your favorite/least favorite part of this activity?
  - What skills did we build or reinforce with this activity?

## Extension

- To increase rigor, allow a few students to ask a clarifying question about the story to help them determine who is telling the truth.
- To integrate technology, use a feedback tool, such as Poll Everywhere, for voting.



## CHAPTER FOUR

# Organization



Visit the *AVID Bridges to Success* webpage on MyAVID for additional materials and resources.



## Chapter Outline

### Organization of Materials

- 4.1: Backpack for Success
- 4.2: Study Space
- 4.3: AVID Binder
- 4.4: Agendas/Planners

### Organization of Time

- 4.5: Time Management/Backwards Mapping
- 4.6: Time Management for Classroom Periods
- 4.7: Assignment Log Tracking

### Organization of Thoughts

- 4.8: SMART Goals
- 4.9: Organizing Thoughts With Note-Taking
- 4.10: Graphic Organizers



## Organization

Organizational skills are a core prerequisite for success and call upon students to put in order both their physical materials and their mental thought processes. The organization of materials, thoughts, and time is a foundational component of an AVID classroom, woven throughout all aspects of the WICOR framework. It cannot be assumed that students will come into a classroom with the knowledge to stay independently organized; this skill must be deliberately taught. Imparting the ability to self-organize requires equal effort on the part of the student and the teacher, as well as a time commitment and sustained attention by all stakeholders. Eventually, the responsibility for monitoring the degree of organizational success can be shifted to the student.

Organizational skills can have a powerful impact on student success both inside and outside of the classroom. As Conley (2013) stated, “Conscientiousness in the form of being well organized and taking responsibility for one’s learning shows positive associations with educational achievement and success in life” (p. 117). Organization of materials, in particular, improves the frequency of work completion and ensures that assignments are turned in according to deadlines. Organization of thoughts increases metacognitive awareness, building self-confidence in one’s own ability to understand content. Organization of time assists students in establishing structured routines for self-monitoring behavior. Educators are able to create a classroom environment in which independence is promoted and sustained in terms of these organizational capabilities, leading to the development of proactive, rather than reactive, students.

Intentionally imparting students with organizational skills instills a sense of empowerment and control over their own path of learning. As students practice and hone these organizational skills, self-regulation becomes an instinctive drive. Zimmerman (2002) indicated, “self-regulation of learning involves more than detailed knowledge of a skill; it involves the self-awareness, self-motivation, and behavioral skill to implement that knowledge appropriately” (p. 66). Educators can shape a classroom culture that promotes, models, and accounts for the extent of students’ organizational techniques both personally and academically. In Conley’s (2012) research on the four keys to college and career readiness, he specified that the key of *learning skills and techniques* can be further segmented into two broad categories: *student ownership of learning and specific learning techniques*. According to Conley and the Educational Policy Improvement Center (2016), “Students need skills and techniques to take ownership and successfully manage their learning and educational and career opportunities after high school. In the absence of these critically important skills, students remain dependent learners who struggle when expected to work independently because they lack the needed tool kits.” The ability to execute these skills successfully in the classroom setting will prepare students for academic and personal achievement, aiding future college and career success.

By the end of this chapter, the reader will be able to:

- Teach students to identify the strategies and skills that successful learners instinctively employ.
- Develop students’ ability to self-advocate and become responsible for their own learning.
- Teach students to organize their time, materials, and thoughts.

## Organization of Materials

Developing solid, long-term organizational habits for materials management and workspace upkeep is essential for enduring student success. Students should be taught and eventually held accountable for the independent organization of their materials and workspace for optimal academic performance.

The standard binder is an effective organizational tool used by students to support independence and larger educational success. This organizational tool provides a system for storage and organization of materials, notes, and student work in order to support learning at school, as well as at home.

Students should maintain a personal workspace that is uniquely comfortable and encourages learning. When considering potential learning spaces, students should reflect on the setting's location, sounds, lighting, seating, supplies, and timeframes of availability. This study space should match an individual's learning style and provide an optimally conducive environment for learning with respect to the student's personal preferences and needs.



## 4.1 Backpack for Success

### Student Objective

Students will understand what it looks like to be organized as well as why it is important.

### Overview

Organization of materials is crucial in setting up students for success. Students need to understand what it looks like to be organized and why organization is so imperative. If students grasp the *what* and *why* of organization, it will be easier to move forward with creating good habits.

### Materials/Set-Up

- Student Handout:
  - [4.1a: Backpack Outline](#)
- Markers or colored pencils
- Sticky notes
- Chart paper (optional)

### Instructional Steps

- Create groups of three or four students for this activity.
- Groups then choose a recorder.
- Give students the definition of *organize* (2011): “to put into order, systematize; to make into or arrange according to a system.”
- Have students brainstorm what it looks like to be organized with materials.
- Choose a student from each group to share one or two ideas. As they share out, record the information on the board.
- Distribute one copy of [Student Handout 4.1a: Backpack Outline](#) to each group, or alternatively, students can draw a backpack on a sheet of chart paper.
- On the Backpack Outline, one member of the group should draw a border at least one inch from the edges.
  - Aid groups in the placement of their border, as necessary. (The border will be used later in the activity.)
- Groups of students will first discuss and plan how they will decorate the backpack to represent what it looks like to be organized.
  - Symbols, drawings, and words should appear within the finished product.
  - Encourage students to use many different colors.
  - Students can also use other groups’ ideas to help guide the creation process.
  - Have students discuss why it is important to keep an organized backpack and how it might help them become a more successful student.

- The groups should refer to their previously added border and, within it, write about the importance of organizing materials, making use of words that they included in their creation.
- Close the activity by having students complete a gallery walk to view all of the backpacks. As they view each backpack, encourage students to leave sticky notes containing positive comments toward elements that resonate with them.

### Extension

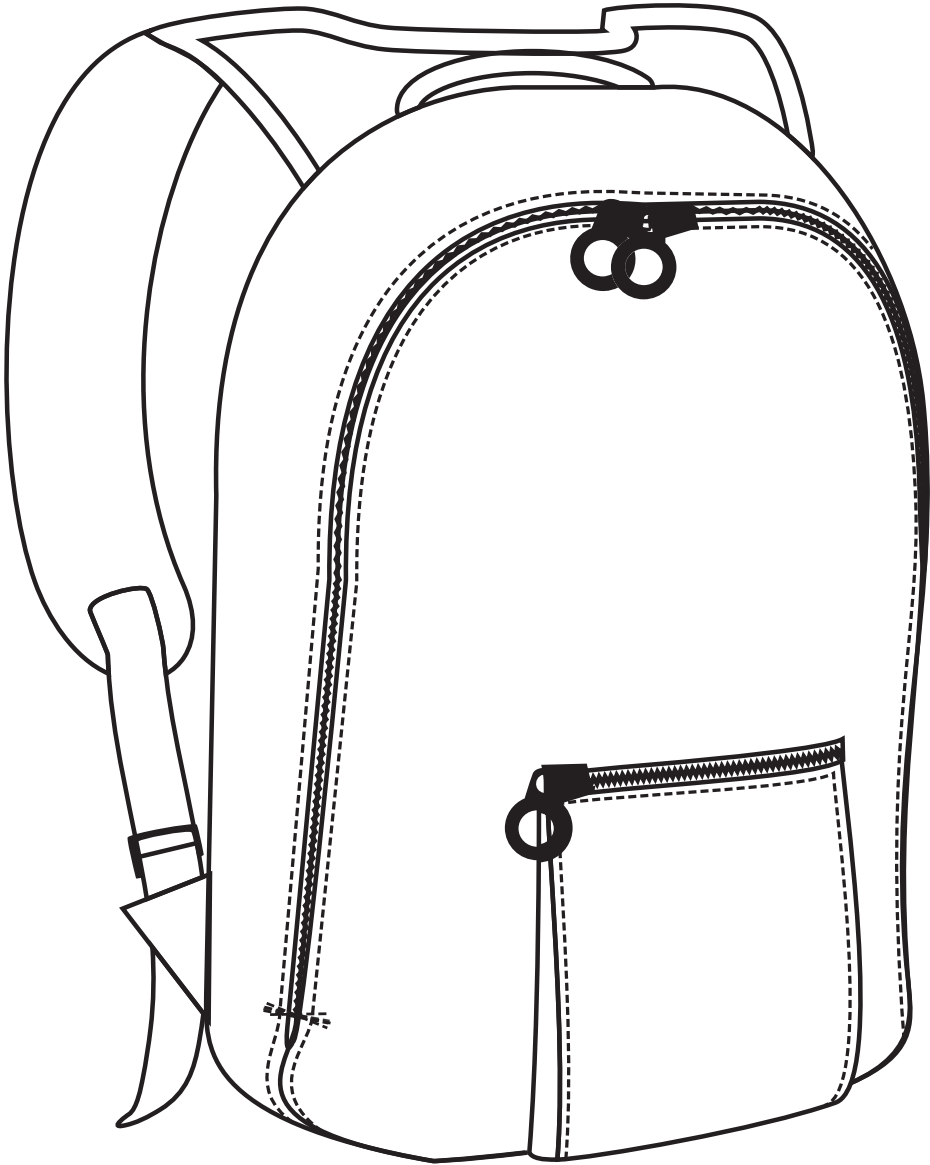
- To increase rigor, have students create two backpacks: one showing what *organized* looks like and the other showing the same for *disorganized*.
- To increase scaffolding, make sure to show a student example of a backpack that is exceptional and one that needs work, so they can use them as a reference point for what is expected.
- To integrate technology, students can research best practices of organizing materials and add that to the backpack. The backpack could also be completed digitally, allowing students to add video, links, or sound to the backpacks.





# Backpack Outline

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## 4.2 Study Space

### Student Objective

Students will understand how to create a successful study space.

### Overview

Students will look at current study spaces and learn how to improve them. They will come up with a better study space in order to be successful.

### Materials/Set-Up

- Student Handouts:
  - 4.2a: Study Space Organizer
  - 4.2b: Five Factors in a Successful Study Space

### Instructional Steps

- Ask the students to define *study space*. Review responses aloud as a whole class.
- Distribute [Student Handout 4.2a: Study Space Organizer](#) to each student. In the left column, have students draw what their current study space looks like, encouraging them to be as detailed as possible.
- When students are done drawing their study spaces, they should share with a partner.
- As a whole group, have a few students share out their study spaces.
- Pass out [Student Handout 4.2b: Five Factors in a Successful Study Space](#) to each student. Also, project the handout on a screen or smartboard.
- Read through one factor at a time and have students pick out important key words from each factor to add to the middle column of the Study Space Organizer.
- Students now have valuable information to aid them in enhancing their study space. Have students fill out the right column of the Study Space Organizer, utilizing information gleaned from [Student Handout 4.2b: Five Factors in a Successful Study Space](#).
- Finally, students should answer the question at the bottom of the Study Space Organizer.

### Extension

- To increase scaffolding, provide examples of study spaces.
- To integrate technology, students can take pictures with their cellphone of current study spaces, then digitally add to the picture (e.g., paste the picture into Microsoft Word and use the Draw or Online Pictures tools) what they would change or improve.



## Study Space Organizer

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

<p><b>Current Study Space</b></p> <p><i>Where do you study? What does it look like? Provide as many details as possible.</i></p>	<p><b>Important Elements</b></p> <p><i>List items that should be included within a successful study space.</i></p>	<p><b>Future Study Space</b></p> <p><i>What improvements are you going to add to your own study space?</i></p>

What did you change about the study space, and how will this help your efforts?

## Five Factors in a Successful Study Space

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### 1. Comfort

A good study space should have room for all supplies, ample space to spread out, and good lighting. This study space could be a desk, kitchen table, bed, comfortable chair, or even the floor.

### 2. Sound

Turn off any distracting noises. Distractions could include cellphones, the television, or anything that takes your attention away from the task at hand—homework and studying. Some students like to have a little background noise, so in those cases, try soothing sounds, like a light fan or classical music.

### 3. Surroundings

Find a place where focusing on homework and studying can happen; in other words, select a setting with no interruptions. It may be helpful to close the door to a room and place cellphones at a distance.

### 4. Materials

Ensure that everything you will need to study and complete homework is present with you in the study space. Items you may want include pencils, pens, books, notepaper—any resources that will aid your efforts and help you focus.

### 5. Breaks and Snacks

Every 30 minutes, either a stretch break or a 5-minute breather away from your studies should be taken. Drink water and have a healthy snack; this will keep your energy up to get back to and ultimately complete the task at hand.

## 4.3 AVID Binder

### Student Objective

Students will develop an organizational system using a three-ring binder and be able to exhibit evidence of WICOR throughout their courses.

### Overview

Providing access to and support of organizational tools early in students' academic careers is essential. For successful binder use, spend time helping students set up their tools, and also consistently monitor the use of the organizational tools throughout the year.

### Materials/Set-Up

- Student Handouts:
  - [4.3a: Tips for Binder Organization](#)
  - [4.3b: Binder Check: Evidence of WICOR Assessment](#)
  - [4.3c: Binder Check: Evidence of O \(Organization\) Assessment](#)
- Three-ring binders
- Duct tape
- Note cards
- Three-hole punch
- Student supplies (as determined by the educator)

### Instructional Steps

- Determine all of the necessary supplies that students will need to appropriately assemble their organizational system (e.g., three-ring binder).
- Have students place duct tape on the bindings of the binder to protect it from wear and tear.
- To help with binder ownership, allow students to decorate their binders.
  - This could be a class activity or done at home.
- Dividers can be used to separate classes, with students labelling each divider for their classes.
  - Dividers may be placed within the binder in the order that students attend class each day.
- Prior to this activity, decide what you expect your students to have in their pencil pouches at all times. Then have students use a note card to write supplies needed in the pencil pouch and place it in there as a reminder.
- Loose-leaf paper can be distributed for each class throughout the binder.
- Review [Student Handout 4.3a: Tips for Binder Organization](#) to help students start out on the right foot. Have students three-hole punch this handout and place it in their binders as a reminder throughout the year.
- Review [Student Handout 4.3b: Binder Check: Evidence of WICOR Assessment](#), which is intended to be used weekly or bi-weekly to assess targeted evidence sources, or [Student Handout 4.3c: Binder Check: Evidence of O \(Organization\) Assessment](#), which is intended to record daily progress.

- Determine which assessment tool will best meet your learning objectives, and also determine who will assess the binders (e.g., self-reflection, peer, parent/guardian, tutor, teacher).
- Allow students time to review these resources on their own.
- Weekly checks are recommended to help facilitate students' organizational habits. Again, please note that checks may be conducted by a variety of individuals: the student, peers, parents/guardians, tutors, or the teacher. The teacher does not have to conduct the checks each time; the importance is consistency.

### Extension

- To increase scaffolding, conduct one assessment at a time. Allow the first couple of checks to be done individually by the student or through a peer check in order for them to get the feel of the assessments. Also, as the teacher, keep a binder as an example.
- To integrate technology, students should be accountable for their devices used in the classroom. Add an assessment that includes organizational elements for their digital devices, such as their files being in appropriately marked folders or their device being charged and ready for use.



## Tips for Binder Organization

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Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

1. Conduct supply checks weekly by reviewing note cards and making sure that all necessary supplies are in your pencil pouch.
2. File handouts in the dividers right when you get them or immediately after you are done using them.
3. Anytime you receive a new handout, it should go at the beginning of the appropriate section.
4. Do not use the inside pockets of the binders; you may even want to duct tape them shut, since handouts can be lost much more easily when placed in the pockets.
5. A section of the binder may be used for storing homework.
6. Your planner/agenda, as well as any relevant calendars, should be located at the front of the binder underneath the pencil pouch.
7. Decide whether any of the binder contents are needed for either a portfolio or display in the classroom.

## Binder Check: Evidence of WICOR Assessment

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Circle who is conducting this check:    Myself    Peer    Parent/Guardian    Tutor    Teacher

		<b>Artifact</b>	<b>Artifact(s) Reviewed</b> <i>Note which artifact(s) was selected for review.</i>	<b>Assessment</b> <i>Beginning - 1 Developing - 2 Accomplished - 3 Exemplary - 4</i>	<b>Notes</b> <i>Glows and Grows</i>
<b>W</b>	Writing	Focused Notes/Cornell Notes Interactive Notebooks/Journals Learning Logs Quickwrites/Reflections Formal Writing			
<b>I</b>	Inquiry	Skilled Questioning Techniques Costa's Levels of Thinking Inquiry Discussions Focused Study Groups/Tutorials Investigations			
<b>C</b>	Collaboration	Discussions Group Projects Service Projects Classwork			
<b>O</b>	Organization	Agendas/Planners/Calendars Graphic Organizers Goal-Setting			
<b>R</b>	Reading	Close Reading Strategies Marking the Text Vocabulary Building Graphic Organizers Summaries			

**Total Points: \_\_\_\_/20**

**Student Reflection:**

I think I am doing \_\_\_\_\_  
 \_\_\_\_\_ well, but I think I need to work on \_\_\_\_\_.



## Binder Check: Evidence of 0 (Organization) Assessment

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Circle who is conducting this check:    Myself    Peer    Parent/Guardian    Tutor    Teacher

### Agenda/Planner

Check the appropriate box if completed.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Class</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Homework or No Homework</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Learning Target</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Color Code</b> <i>Red, Yellow, Green</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Points: \_\_\_/4

### Point System:

*Beginning (1 point): 13 or fewer boxes are checked.*

*Accomplished (3 points): 16–17 boxes are checked.*

*Developing (2 points): 14–15 boxes are checked.*

*Exemplary (4 points): 18–20 boxes are checked.*

### Binder Organization

Area of Evaluation	Assessment <i>Beginning – 1 Developing – 2 Accomplished – 3 Exemplary – 4</i>	Notes <i>Glows and Grows</i>
<b>Pouch Supplies</b> <i>All necessary materials are present, or a note card correctly lists needed supplies.</i>		
<b>Structure</b> <i>Classes are in order, subjects are clearly divided, and there are no loose papers or papers within inside pockets.</i>		
<b>Access to Materials</b> <i>Work and assignments can be quickly and easily located.</i>		

Points: \_\_\_/12

Total Points: \_\_\_/16

### Student Reflection:

I think I am doing \_\_\_\_\_

\_\_\_\_\_ well, but I think I need to work on \_\_\_\_\_.



## 4.4 Agendas/Planners

### Student Objective

Students will understand how to fill out and interact with an agenda or planner so that it is a useful learning tool.

### Overview

One of the most essential components to a student's success is the ability to organize and manage daily expectations. Students can accomplish this by routinely and properly filling out an agenda/planner, as well as by interacting with it on a daily basis. Educators can help monitor agenda/planner completion and provide opportunities for interaction.

### Materials/Set-Up

- Student Handout:
  - [4.4a: Agenda/Planner Expectations](#)
- Student agendas/planners
- Glue sticks
- Poster paper
- Green, yellow, and red highlighters or markers

### Instructional Steps

- As students come into the classroom, have the following bell work posted for them to start at the beginning of class:
  - Think about why it might be important to keep track of both school assignments and extracurricular activities.
  - Share your thoughts with an elbow partner.
  - Use the following sentence frame to write a response:
    - An agenda/planner is \_\_\_\_\_ [important/essential] for \_\_\_\_\_ because \_\_\_\_\_.
- Have students first share their responses with an elbow partner, then choose a few students to share with the whole class.
- Capture the responses on a large sheet of paper or the whiteboard for all students to see as students are sharing.
- Explain to students that the agenda/planner is a tool to help them be prepared and successful at school and with assignments.
- The learning objective or learning target should be posted in your classroom, along with the homework. If there is no assigned homework, make sure to indicate that, as well.
- Have students either chorus read or whole-class read the learning objective or target.
  - For example: "Understand how to fill out and interact with the agenda so that it is a useful learning tool."
- Give students a few minutes to page through their agenda/planner.
- Post agenda/planner expectations and read them with the class.
- Give each student a copy of [Student Handout 4.4a: Agenda/Planner Expectations](#) to glue into the front cover of their binder.

- As a whole class, complete the following:
  - Write the name of the class.
  - Write the learning objective or learning target.
  - Write “HW” for homework attached to an assignment or “No HW” if there is no homework.
  - Have students check a partner’s agenda/planner for accuracy.
- Circle back to the list that the class developed during bell work. Review what was discussed.
- Have students pair up and design a poster using one or more of the ideas reviewed from the bell work that supports why an agenda/planner is an essential organization tool.
- Posters can then be hung in the classroom or throughout the school, supporting the role of agendas/planners in students’ academic success.
- At the end of the class period, have students revisit their agenda/planner. This will be an opportunity for students to interact with the agenda/planner.
- Have students use highlighters to mark their understanding of the learning objective or target:
  - Green highlighter for *understanding* the daily learning objective or target.
  - Yellow highlighter for *somewhat understanding* the daily learning objective or target.
  - Red highlighter for *not understanding* the daily learning objective or target.
- The highlighting method is a quick formative assessment and allows students to reflect on their learning.
- In order to create the habit and routine of agenda/planner use, teachers need to model it each day and allow time for students to interact with agendas/planners.

### Extension

- To increase rigor, have students include extracurricular activities in their agenda/planner.
- To increase scaffolding, show students examples of agendas/planners that are exceptional as well as one that needs work so they can use them as a reference for what is expected.
- To integrate technology, students can use an app or digital calendar in place of a paper planner. Using relevant apps or websites, students can also create a digital poster that supports the use of an agenda/planner. Alternatively, instead of posters, students can also create a short video that shows the importance of planner use.



## Agenda/Planner Expectations

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- For each day, note the titles of classes attended.
  - Additionally, write “HW” for homework attached to an assignment or “No HW” if there is no homework.
- Write the learning objective or learning target.
- Highlight your understanding of the learning objective or target, using the color-coding key below:
  - **Green:** I understand
  - **Yellow:** I somewhat understand
  - **Red:** I do not understand



## Organization of Time

Time is a universally valuable resource, and the ability to develop and manage habits to use it wisely is paramount. Students should maintain the balance between school and home life by explicitly planning and reviewing progress and outcomes, which translates to taking personal control of learning, and perhaps in turn even reducing stress. Detailed below are components for the development of a community in which organization is socially established as a key for success:

- **Agenda/Planner:** The agenda/planner is an organizational tool that is typically introduced early on in a student's educational journey. As a student progresses from elementary to the intermediate and middle grades, the supervision of agenda/planner maintenance should move from parent-/teacher-monitored to self-monitored. Students should develop a system for tracking completed tasks, including tasks that require more time to complete, such as long-term projects. Students should record learning outcomes/targets, homework assignments, goals, and after-school activities.
- **Backwards Mapping:** Backwards mapping supports the organization of planned tasks for projects with a longer timeline. Students are encouraged to set short-range goals in order to break up larger projects into manageable parts and provide a greater likelihood of successful, on-schedule completion.
- **Time Management:** Students begin managing their schedules by thoughtfully recording how they regularly spend their time inside and outside of school. Students should analyze and reflect on their best use of time, prioritizing important activities and considering barriers that interfere with these responsibilities.
- **Goal Setting:** The act of setting a goal helps provide an internal sense of focus and direction. When setting a goal, students should consider incorporating elements that are intrinsically motivating, which will help further spur enthusiasm toward subsequent future goals. Goals can be either short- or long-range and should be written in SMART format (**S**pecific, **M**easurable, **A**ction-oriented, **R**easonable, and **T**imely).



## 4.5 Time Management/Backwards Mapping

### Student Objective

Students will organize the steps needed to prepare for an upcoming test or multi-step assignment.

### Overview

According to the California Department of Education (2017), “Backward design or backward mapping is a way for teachers to begin at the end.” Educators must initially provide students with the tools needed to organize their time. The students should first start with the due date or test date and then plan their time accordingly. For the first run-through of this activity, have students work with elbow partners, but eventually, students should complete the graphic organizer independently.

### Materials/Set-Up

- Teacher Resource:
  - [4.5b: Time Management Graphic Organizer Sample](#)
- Student Handout:
  - [4.5a: Time Management Graphic Organizer](#)
- Student agendas/planners

### Instructional Steps

- This activity should be completed when an upcoming multi-step assignment is given to the students or when a test date is announced.
- Distribute [Student Handout 4.5a: Time Management Graphic Organizer](#).
- Guide students to fill out the information at the top of the handout. Emphasize the date that the handout is being completed as well as the due date.
- Project [Teacher Resource 4.5b: Time Management Graphic Organizer Sample](#) so that the whole class can see the model. Go through the sample and pose questions.
  - For example: “Why do you think you need to predict how much time each step will take?”
- After students have been introduced to the example, have them work with an elbow partner to fill out the first line of the Time Management Graphic Organizer.
- Ask a few elbow partners to share out their projections.
- Guide students to list all of the steps that they will need in order to prepare for the test or to complete the assignment.
- When the partners are finished, have them calculate the total amount of time that they think the assignment will take.
- Have students write the due date in their agenda/planner and then record what needs to be done “backwards.” They will put the last thing listed in the “What do I need to do?” box of the graphic organizer on the day before the due date, then work backwards.

- Once the assignment is submitted or the formal assessment has been taken, have the students fill out the right side of the student handout. Poll the students to see how close their projections were compared to the actual amount of time the tasks took.

### Extension

- To integrate technology, have students create an online timeline. They will then list each of the steps, incorporating images and links to potential websites that they will use for the assignment.





# Time Management Graphic Organizer

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Assignment Name/Test Topic: \_\_\_\_\_ Due Date/Test Date: \_\_\_\_\_

What do I need to do?	How long do I think it will take?	What do I need?	How long did it actually take?
<b>Total Time:</b>		<b>Total Time:</b>	

# Time Management Graphic Organizer Sample

Name: Sandy Subject: History/Social Science Date: September 13

Assignment Name/Test Topic: Revolutionary War Newspaper Due Date/Test Date: September 20

What do I need to do?	How long do I think it will take?	What do I need?	How long did it actually take?
Choose one of the original 13 colonies. Use the name of the colony as part of the newspaper's title.	5 minutes	<ul style="list-style-type: none"> <li>A map of the 13 colonies, with the names listed</li> </ul>	10 minutes
Fill out the "Event Graphic Organizer" about the Boston Massacre.	15 minutes	<ul style="list-style-type: none"> <li>Textbook that describes the Boston Massacre</li> <li>Websites detailing events from the Boston Massacre</li> </ul>	25 minutes
Take information from the graphic organizer and write it into a story.	45 minutes	<ul style="list-style-type: none"> <li>Peer-editing partner</li> </ul>	50 minutes
Design a rough draft of a political cartoon about "taxation without representation."	15 minutes	<ul style="list-style-type: none"> <li>Political cartoon examples</li> </ul>	20 minutes
Design the final draft of the political cartoon. If words are used, check the spelling.	25 minutes	<ul style="list-style-type: none"> <li>Black marker</li> </ul>	25 minutes
Compose the newspaper by writing its name on the top of a piece of construction paper and then gluing the story and political cartoon onto the construction paper.	10 minutes	<ul style="list-style-type: none"> <li>One piece of construction paper</li> <li>Scissors</li> <li>Glue stick</li> </ul>	15 minutes
<b>Total Time:</b>	115 minutes	<b>Total Time:</b>	145 minutes

## 4.6 Time Management for Classroom Periods

### Student Objective

Students will monitor their use of time during each class period so that they can reflect on how effectively they are using the beginning, middle, and end of each class period.

### Overview

The students will use the Time Management Chart to monitor how they use their time for an entire week. The students will then reflect on how they are using their time and in which areas they see room for improvement. For example, they may notice that they are quite productive at the beginning of each period but tend to waste the last 15 minutes of class time.

### Materials/Set-Up

- Student Handouts:
  - [4.6a: Time Management Chart](#)
  - [4.6b: Barriers and Solutions to Using Time Effectively](#)

### Instructional Steps

- This activity should be utilized near the beginning of the school year so that students are able to modify how they are using their time each day. It should also be filled out on the last day of the week, so that it can be used for each period during the subsequent week.
- Distribute [Student Handout 4.6a: Time Management Chart](#).
- Guide students to fill out the information at the top of the handout. Explain that the date is for Monday of the following week.
- Have the class review the Time Management Chart, then poll them, asking:
  - “Do you feel that you are the most productive at the beginning of each period? If so, raise your hand.”
  - “Do you feel that you are the most productive in the middle of each period? If so, raise your hand.”
  - “Do you feel that you are the most productive at the end of each period? If so, raise your hand.”
- Have students turn to an elbow partner and discuss why they chose their answer.
- At set points during each day of the following week, have students discuss with their elbow partners when they seem to be the most productive in their classes and what they think contributes to this efficiency.
- Once the entire Time Management Chart is filled out, distribute a copy of [Student Handout 4.6b: Barriers and Solutions to Using Time Effectively](#) to each student.

- Have them reflect on what things are standing in the way of them managing their time more effectively and what steps they can take to overcome some of these barriers. For instance, if they notice that they are talking with their friends at the end of each class period, they could be beginning or finishing up their classwork instead.

### Extension

- To increase scaffolding, create visual icons of the various activities completed during each period, such as a keyboard for researching information.



# Time Management Chart

Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

*In each of the boxes below, record how you spend your time.*

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Period 1</b> (First 15 minutes)					
<b>Period 1</b> (Middle of period)					
<b>Period 1</b> (Last 15 minutes)					
<b>Period 2</b> (First 15 minutes)					
<b>Period 2</b> (Middle of period)					
<b>Period 2</b> (Last 15 minutes)					
<b>Period 3</b> (First 15 minutes)					
<b>Period 3</b> (Middle of period)					
<b>Period 3</b> (Last 15 minutes)					
<b>Period 4</b> (First 15 minutes)					
<b>Period 4</b> (Middle of period)					
<b>Period 4</b> (Last 15 minutes)					

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Period 5</b> (First 15 minutes)					
<b>Period 5</b> (Middle of period)					
<b>Period 5</b> (Last 15 minutes)					
<b>Period 6</b> (First 15 minutes)					
<b>Period 6</b> (Middle of period)					
<b>Period 6</b> (Last 15 minutes)					
<b>Period 7</b> (First 15 minutes)					
<b>Period 7</b> (Middle of period)					
<b>Period 7</b> (Last 15 minutes)					



## Barriers and Solutions to Using Time Effectively

---

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Generate a list of barriers that prevent you from using your time effectively. Then brainstorm ways in which you can overcome the barriers that you have listed.

<b>Barriers</b> What stands in the way of managing my time effectively?	<b>Solutions</b> What steps can I take to overcome these barriers?



## 4.7 Assignment Log Tracking

### Student Objective

Students will keep track of all class assignments and monitor how long they need to keep assignments, as well as which ones will be used to aid studying for an upcoming exam.

### Overview

Tracking assignment completion is one of the keys to ensuring that students are both completing and monitoring their work. The Assignment Log provides one method that students can use to review their class progress and track the necessity of keeping and organizing materials. This tool helps students assess what assignments are needed and when, while also encouraging them to reflect on when those assignments are no longer needed.

### Materials/Set-Up

- Teacher Resource:
  - [4.7b: Assignment Log Sample](#)
- Student Handout:
  - [4.7a: Assignment Log](#)

### Instructional Steps

- Distribute [Student Handout 4.7a: Assignment Log](#). This activity works best when you are about to begin a new unit of study.
- Guide students to fill out the information at the top of the handout.
- Display [Teacher Resource 4.7b: Assignment Log Sample](#) for the entire class. Model how they will be filling out the log for the unit assignments.
- Have students fill out the beginning assignment(s) for the unit.
- For the remainder of the unit, at the end of each class period, have students log any work that they have completed for the day. If homework is assigned, have them log that, too.
- Prior to the formal assessment for the unit, have students look at their Assignment Log and collect all assignments that will be used for studying.
- Once the entire unit is complete, have students recycle any assignments that are no longer needed.

### Extension

- To increase scaffolding, prior to beginning this log, create a list of possible metaphors to represent how they organize and maintain their assignments. For instance, it could be a file cabinet or a black hole. After they finish the unit, have students come up with their own metaphor that wasn't included on the original list.
- To integrate technology, guide students to create digital folders for their assignments, such as "Need to Study" or "Keep Until [Date]." As their comfort level with this organizational system increases, subfolders can be introduced as a way to further organize.

# Assignment Log

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Name: \_\_\_\_\_ Unit Topic: \_\_\_\_\_ Test Date: \_\_\_\_\_

Name of Assignment	Date Assigned	Date Due	Grade Received	Do I need this to study for the exam?	When can I recycle this?



## Assignment Log Sample

Name: Eduardo Unit Topic: Planets Test Date: October 12

Name of Assignment	Date Assigned	Date Due	Grade Received	Do I need this to study for the exam?	When can I recycle this?
<i>"Where Is the Earth Compared to the Rest of the Planets?" Graphic Organizer</i>	10/1	10/1	18/20	Yes	12/15 (in case I need to take the make-up test)
<i>Marking the Text Activity for "Poor Pluto"</i>	10/2	10/3	35/50	Yes	12/15
<i>"Why We Need the Sun" One-Pager</i>	10/3	10/5	80/100	Yes	10/30
<i>Planet Bingo</i>	10/5	10/5	8/10	No	10/12
<i>"Life on Mars" Sentence Frames</i>	10/8	10/9	20/20	No	10/12
<i>Jupiter Cornell Notes</i>	10/9	10/10	43/50	Yes	10/19
<i>Costa's Statements/ Questions for Socratic Seminar</i>	10/10	10/11	25/30	Yes	10/19
<i>Socratic Seminar Reflection</i>	10/11	10/11	40/50	No	10/12

## Organization of Thoughts

Creating a visual or diagram can help students better organize their thoughts, ideas, and recently encountered content to facilitate learning. Focused note-taking and graphic organizers can be modeled by teachers and explained to the student gradually in order to progressively scaffold benchmarks to independence. Students are encouraged to organize their thoughts in a meaningful way so that they can derive meaning and depth with content, augmenting their knowledge through repeated interaction with the graphic organizer. Visual organizers and structured notes help students reflect on how their brain functions and how they might best make sense of and organize information in the pursuit of content comprehension.



## 4.8 SMART Goals

### Student Objective

Students will establish SMART (**S**pecific, **M**easurable, **A**ction-oriented, **R**easonable, **T**imely) goals in order to strengthen their academic success.

### Overview

SMART goals are utilized by students to help them set goals, decide on specific steps that they will need to take to attain those goals, and use their time-management skills to achieve the goals in a timely manner. These goals can be implemented in any content area during any time of the school year.

### Materials/Set-Up

- Student Handout:
  - 4.8a: My SMART Goal

### Instructional Steps

- Distribute [Student Handout 4.8a: My SMART Goal](#).
- As a class, look at each letter in the SMART goal acronym and discuss what each element means.
  - **Specific:** What is your goal? What do you want to learn, make more efficient, or improve? The goal needs to be specific, not general. For example, “I want to get good grades” is general, but “I want to earn three A’s and three B’s” is specific.
  - **Measurable:** You will need to measure your goal, so decide on how you can measure your progress. You need to measure your success!
  - **Action-oriented:** What are three steps you will need to take to reach the goal?
  - **Reasonable:** The goal that is set needs to be realistic (not too easy, and not impossible). Why are you setting this goal? Is this goal achievable?
  - **Timely:** When will this goal be accomplished? What is the deadline?
- Have students turn to an elbow partner and brainstorm what goal(s) they can personally set.
- Guide students to choose one goal that will fit into the SMART guidelines.
- Direct students to fill out [Student Handout 4.8a: My SMART Goal](#) for their chosen goal.
- This is an activity that needs to be revisited. Establish a timeline for checking back in with the students on their progress. To motivate the students, there can be some type of reward system put in place to acknowledge the students who accomplish or make steadfast progress toward their goals.

## Extension

- To increase scaffolding, provide students with sentence stems for each section of the My SMART Goal handout. For instance, in the “M” column, the stem can be: “I will know that I have reached my goal when I can \_\_\_\_\_.” A stem for the “A” column can be: “First, I am going to \_\_\_\_\_, and then I am going to \_\_\_\_\_.”
- To integrate technology, have students use an online tool to keep track of their goal-setting progress. Consider having students set and track goals through an app, such as GoalsOnTrack, or a student information platform, such as Naviance.



## My SMART Goal

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<b>S</b>	<b>SPECIFIC:</b> Describe your goal. Be clear!
<b>M</b>	<b>MEASURABLE:</b> Describe how you will measure your progress.
<b>A</b>	<b>ACTION-ORIENTED:</b> What three steps will you take to reach your goal? 1. 2. 3.
<b>R</b>	<b>REASONABLE:</b> Why are you setting this goal? Is this goal achievable?
<b>T</b>	<b>TIMELY:</b> When will you reach your goal?

## 4.9 Organizing Thoughts With Note-Taking

### Student Objective

Students will make judgments about how they will organize their thoughts and frame their thinking through note-taking.

### Overview

To aid students with their comprehension of content, it is important for them to organize their thoughts and make judgments about the most appropriate note-taking methods. Note-taking is most beneficial when the student has control over setting the notes up in a way that will support deeper understanding. In this activity, students will consider a variety of texts and resources to determine the most appropriate way to organize notes based on the purpose or learning outcome of the task. Students will then justify the format that is most appropriate based on their purpose for the activity.

### Materials/Set-Up

- Student Handout:
  - [4.9a: Organizing Thoughts Through Note-Taking Tracker](#)
- Text and multimedia resources (AVID Elementary Weekly lessons/activities, textbook chapters, short stories, newspaper articles, poetry, video clips, primary resources, etc.)
- Chart paper
- Markers
- Tape

### Instructional Steps

- Discuss with students the importance of making informed decisions about the way in which they will organize their notes based on the purpose of the activity.
- Create a graphic on a piece of chart paper (or through a digitally collaborative platform, such as Google Docs) that replicates the requested information from [Student Handout 4.9a: Organizing Thoughts Through Note-Taking Tracker](#).
- Select a piece of text to use to model the activity as a group.
- Distribute the desired text to students.
- Identify the learning outcome from the selected text. Example outcomes may include the following:
  - Draw inferences from the text.
  - Determine a theme based on details from the text.
  - Compare and contrast characters, settings, events, ideas, concepts, or information.
  - Summarize the main idea and provide supporting details.
  - Analyze multiple accounts of the same event or topic.
- Model and discuss the thought process with the students' input to determine multiple ways in which notes may be organized to match the given purpose or activity outcome.





- Distribute the text and any related resources, as appropriate, as well as [Student Handout 4.9a: Organizing Thoughts Through Note-Taking Tracker](#). Be sure to provide a variety of texts and resources for students to review over the course of the year.
- Arrange students into collaborative groups.
- Review the text as a group, applying close reading strategies.
- Have the groups utilize the Organizing Thoughts Through Note-Taking Tracker to brainstorm multiple ways to organize notes that directly address the learning outcome and purpose.
- Students should set up and record notes on chart paper, indicating the best note-taking structure depending on the text and learning outcome.
- Instruct students to hang anchor charts and complete a gallery walk to view the various perspectives of each student group.
- To conclude, each group will explain their thought process and defend their choice regarding the selected note-taking structure. Other groups will then offer feedback. Bring attention to the connection to studying content and reading-comprehension strategies.

### Extension

- To increase rigor, students who are already comfortable with two- and three-column note-taking can explore organizing thoughts with Cornell notes using the process listed in the Instructional Steps section.
- To integrate technology, students can take notes in an electronic format by creating a table in Microsoft Word or Excel, rather than on the handout.

## Organizing Thoughts Through Note-Taking Tracker

**Group Members:** \_\_\_\_\_

**Text:** \_\_\_\_\_

*Based on the intended learning outcome and the text which you are assigned, brainstorm multiple ways that you can organize two- or three-column notes that will match your purpose. Then, after discussion with your group, identify which organizational structure will fit your purpose. Lastly, set up and take notes on the text.*

Learning Outcome/Purpose:

Column Heading #1	Column Heading #2	Column Heading #3

## 4.10 Graphic Organizers

### Student Objective

Students will apply a visual framework to help develop ideas, organize language and thoughts, and comprehend key concepts across content areas.

### Overview

A graphic organizer is a visual display that demonstrates relationships between facts, concepts, or ideas. Graphic organizers allow students to organize material logically to support learning. There are many visual learning format options students may use to organize information. Teachers begin presenting graphic organizers to students by modeling. Students can move toward independence by selecting the most appropriate format that matches the learning target. The purpose of using graphic organizers is to enhance higher-level thinking skills and improve academic performance.

### Materials/Set-Up

- Teacher Resources:
  - 4.10a: Elaboration/Description
  - 4.10c: Cause/Effect
  - 4.10e: Compare/Contrast
  - 4.10g: Sequence
  - 4.10i: Claim and Evidence
- Student Handouts:
  - 4.10b: Graphic Organizer: Elaboration/Description
  - 4.10d: Graphic Organizer: Cause/Effect
  - 4.10f: Graphic Organizer: Compare/Contrast
  - 4.10h: Graphic Organizer: Sequence
  - 4.10j: Graphic Organizer: Claim and Evidence
- Text and multimedia resources (AVID Elementary Weekly lessons/activities, textbook chapters, short stories, newspaper articles, poetry, video clips, primary resources, etc.)

### Instructional Steps

- Discuss with students the importance of making decisions about the way they will organize their thinking based on the purpose of the activity.
- Model the selection of the appropriate graphic organizer template by examining the task and learning target:
  - Elaboration/Description ([Teacher Resource 4.10a](#) and [Student Handout 4.10b](#)): Describe attributes, qualities, characteristics, and properties; explain the relationships of objects in space; define level of frequency.
  - Cause/Effect ([Teacher Resource 4.10c](#) and [Student Handout 4.10d](#)): Explain the cause of an outcome; express why something occurred.
  - Compare/Contrast ([Teacher Resource 4.10e](#) and [Student Handout 4.10f](#)): Understand and express how two or more things are similar as well as how they are different.

- Sequence ([Teacher Resource 4.10g](#) and [Student Handout 4.10h](#)): Relate steps in a process; express time relationships and actions within a larger event.
- Claim and Evidence ([Teacher Resource 4.10i](#) and [Student Handout 4.10j](#)): Make a claim/argument/proposition; defend an opinion; explain reasoning; justify a position.
- Model the use of the template during a class demonstration, directing students to focus on the relationships between template elements and the meanings and desired outcomes attached to them.
- Show how the process of converting a mass of data/information/ideas into a graphic map can lead to increased understanding and insight into a topic. The possibilities associated with a topic become clearer as a student's ideas are classified visually.
- Allow students to examine a variety of graphic organizers with a partner or in small groups to discuss matching possible templates with content materials.
- Support students by clarifying misunderstandings in relation to template choice and information to be included on the templates.
- Provide assistance as students incorporate the information produced graphically into their writing as final products.
- Periodically model the appropriate choice and use of graphic organizers to organize thinking. Remind students that graphic organizers can be an effective tool for processing information.

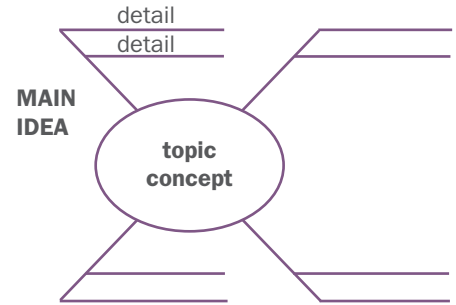
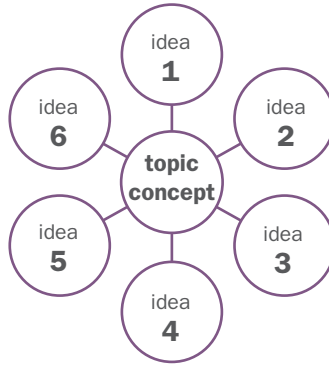
### Extension

- To increase rigor, allow students to combine or modify graphic representations with their own thinking. Students can create new templates to share information with others.
- To integrate technology, as an alternative to the student handout, students can take notes in an electronic format by creating a table in Microsoft Word or Excel or using graphic-organization resources on web-based platforms such as Bubbl.us or ReadWriteThink.



## Elaboration/Description

- Describe attributes, qualities, characteristics, and properties
- Explain relationships of objects in space
- Define level of frequency



### Signal Words

includes	explains
to begin with	shows
for instance	in fact
also	in addition
for example	such as
to illustrate	furthermore
another	reflects
first	second
in other words	most important
identified by	associated with
between	near
characterized by	among

### Guiding Questions

- What is being described?
- What are its most important attributes?
- What are the characters, places, and objects in the text passage?
- Why is this description important?
- What is the concept?
- To what category does it belong?
- How does it work?
- What does it do?
- How are the pieces related or connected?
- What are the functions of its pieces?
- What are examples of it?
- What are examples of things that share some but not all of its characteristics/attributes?

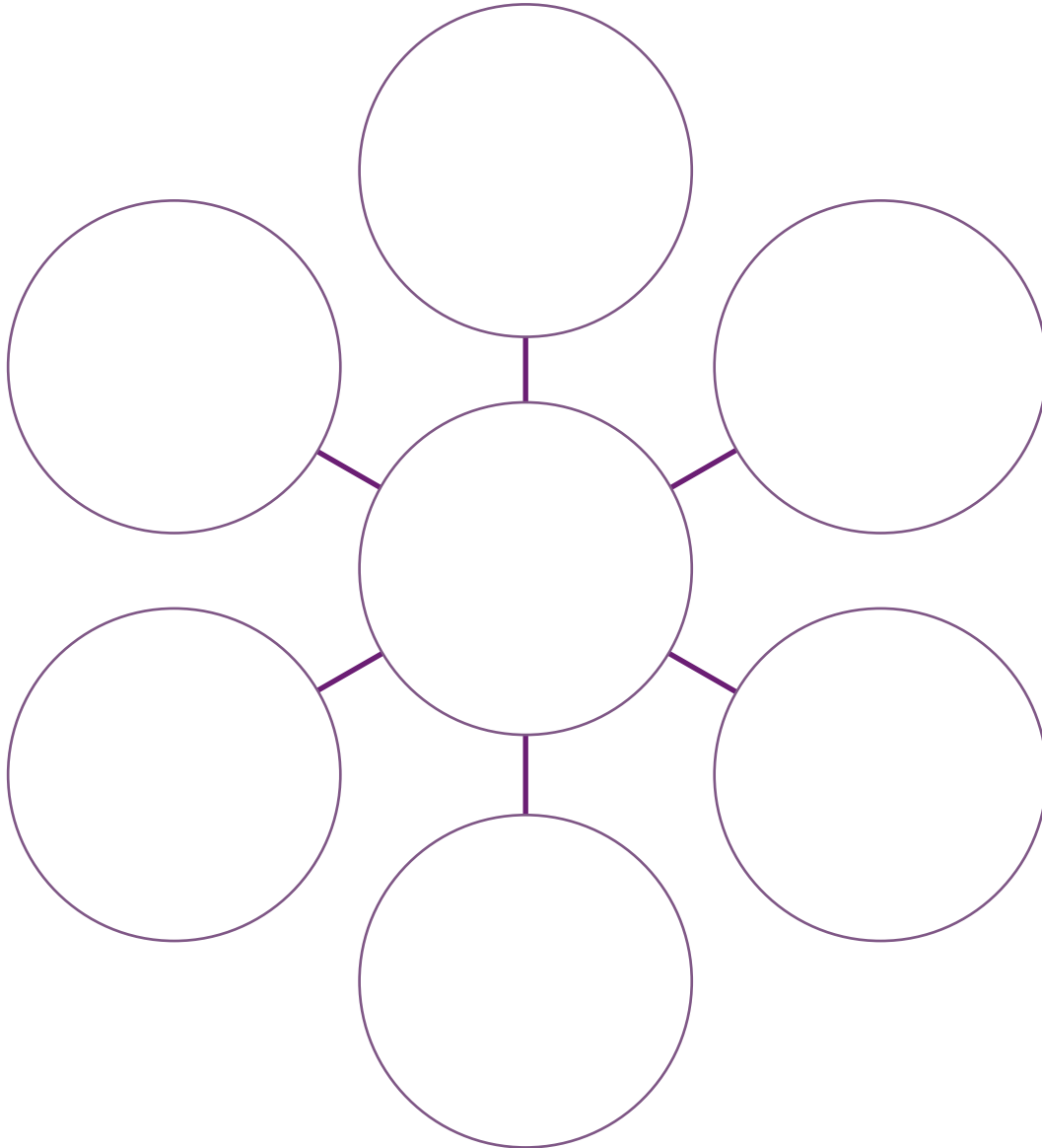
### Sample Sentence Frames

- \_\_\_\_\_ shows \_\_\_\_\_ .
- \_\_\_\_\_ can be described as \_\_\_\_\_ .
- Usually, \_\_\_\_\_ .
- \_\_\_\_\_ is called \_\_\_\_\_ and is related to \_\_\_\_\_ .
- \_\_\_\_\_ is used to illustrate \_\_\_\_\_ .
- Characteristics of \_\_\_\_\_ include \_\_\_\_\_ and \_\_\_\_\_ .
- \_\_\_\_\_ can be characterized by \_\_\_\_\_ .
- \_\_\_\_\_ ; in other words, \_\_\_\_\_ .
- \_\_\_\_\_ can be defined first as \_\_\_\_\_ and second as \_\_\_\_\_ .
- \_\_\_\_\_ is \_\_\_\_\_ ; for instance, \_\_\_\_\_ .
- \_\_\_\_\_ happens \_\_\_\_\_ .
- An example of \_\_\_\_\_ is \_\_\_\_\_ .
- \_\_\_\_\_ rests among \_\_\_\_\_ and near \_\_\_\_\_ .

## Graphic Organizer: Elaboration/Description

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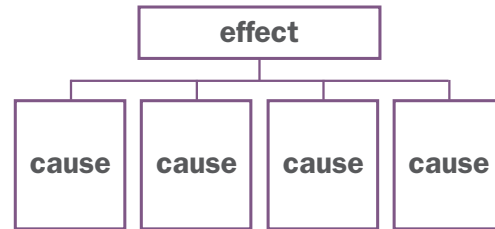
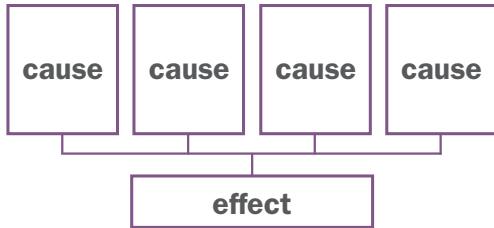
Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_



**Reflection:** Describe the relationship between all of the ideas connected to the main topic/concept.

## Cause/Effect

- Explain the cause of an outcome.
- Express why something occurred.



### Signal Words

because	since
therefore	consequently
as a result of	this has led to
so that	nevertheless
accordingly	if . . . then
thus	subsequently
because of	in order to
may be due to	effects of
for this reason	the cause was
due to	this led to (caused)

### Guiding Questions

- What is it that happens?
- What causes it to happen?
- What is the effect?
- What are the important elements or factors that cause this effect?
- How do these factors or elements interrelate?
- Will this result always happen from these causes? Why or why not?
- How would the result change if the elements or factors were different?
- What is the cause/effect process the author is describing? Why did a cause/effect structure emerge?

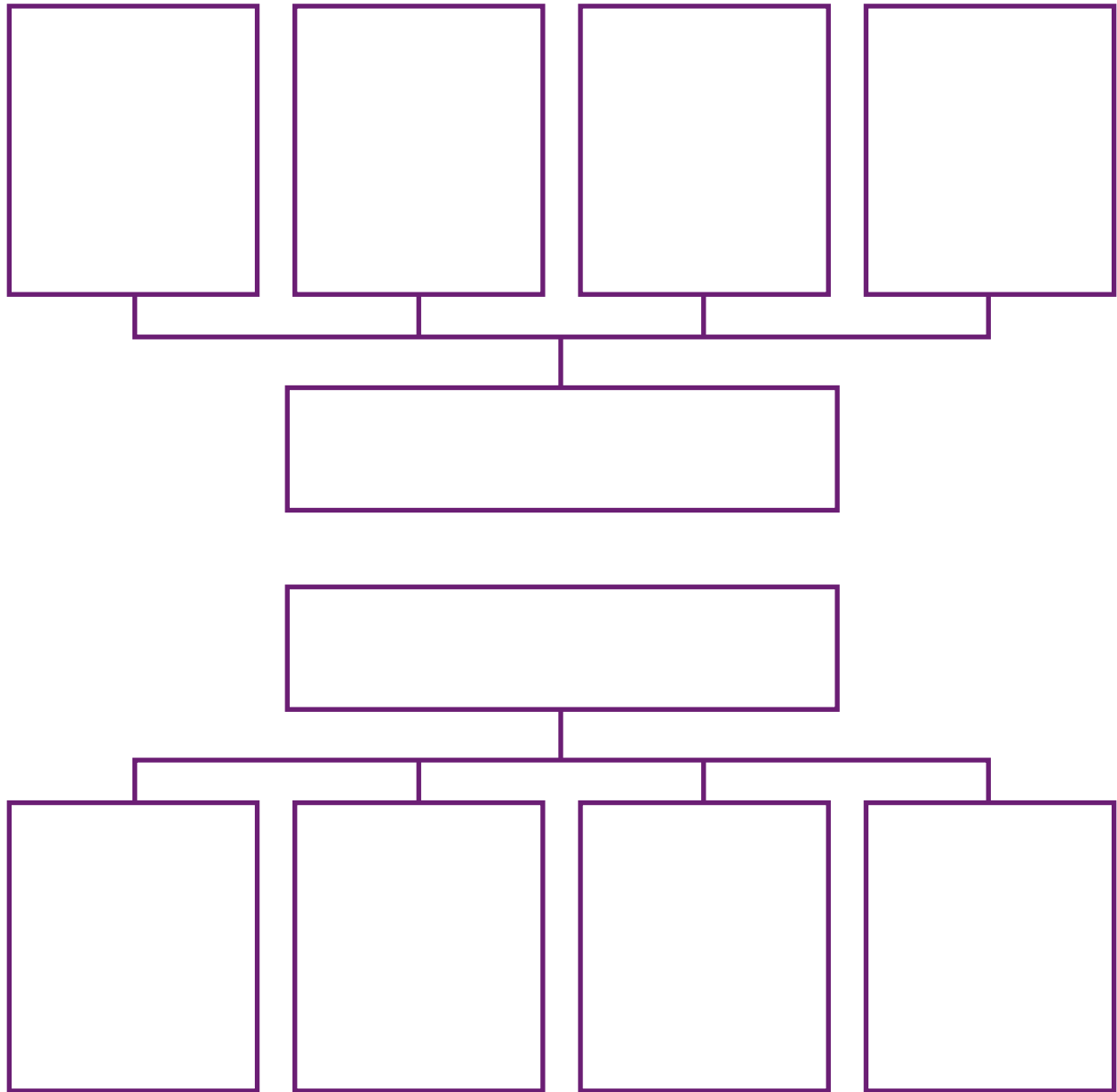
### Sample Sentence Frames

- \_\_\_\_\_ was caused by \_\_\_\_\_ .
- The \_\_\_\_\_ because \_\_\_\_\_ .
- Because of \_\_\_\_\_, the \_\_\_\_\_ is \_\_\_\_\_ .
- \_\_\_\_\_; therefore, \_\_\_\_\_ .
- As a result of \_\_\_\_\_, \_\_\_\_\_ .
- If \_\_\_\_\_, then \_\_\_\_\_ .
- In order to \_\_\_\_\_, \_\_\_\_\_ .
- For this reason, \_\_\_\_\_ .
- \_\_\_\_\_ has been caused by \_\_\_\_\_, thus \_\_\_\_\_ .
- Due to the fact that \_\_\_\_\_, it seems evident that \_\_\_\_\_ .
- \_\_\_\_\_ has led to \_\_\_\_\_. For this reason, I believe that \_\_\_\_\_ .
- If \_\_\_\_\_ is \_\_\_\_\_, then I predict that \_\_\_\_\_ .

## Graphic Organizer: Cause/Effect

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Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

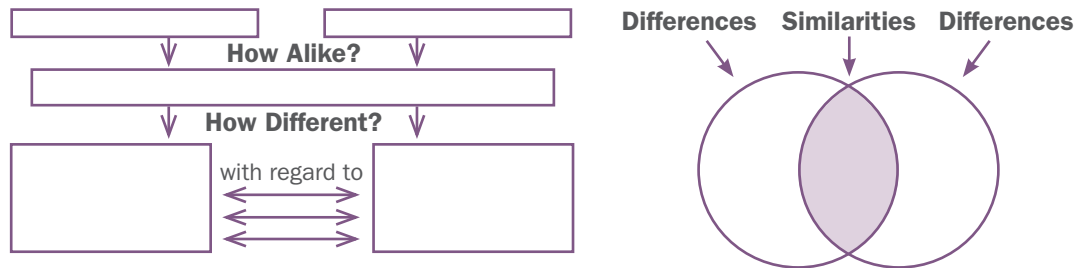


**Reflection:** How do you think the result (i.e., effect) would change if the elements or factors (i.e., causes) were different?



## Compare/Contrast

- Understand and express how two or more things are similar and how they are different.



### Signal Words

however	both
but	unlike
same as	different from
-er, -est	-er than
are similar	just like
as well as	have in common
on the contrary	difference between
as opposed to	whereas
share common traits	on the other hand
	not only...but also

### Guiding Questions

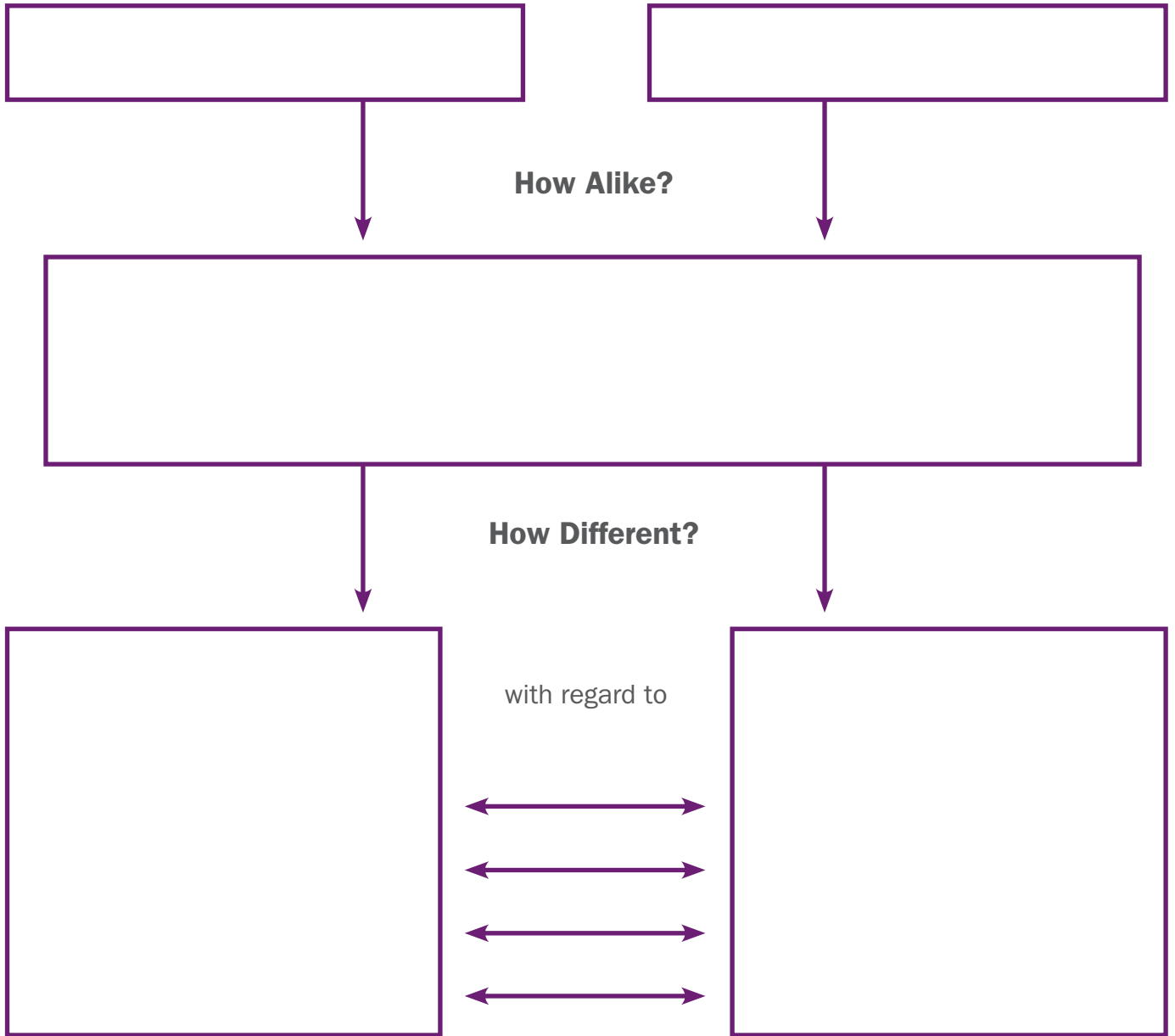
- What is being compared and contrasted?
- What categories of characteristics or attributes are used to compare and contrast these things?
- How are the things alike or similar?
- How are the things unlike or different?
- What are the most important qualities or attributes that make them different?
- What can we conclude about these things or items?
- Why are these things being compared/contrasted?
- When did the comparison/contrast structure emerge?

### Sample Sentence Frames

- \_\_\_\_\_ is \_\_\_\_\_ -er than \_\_\_\_\_ .
- \_\_\_\_\_ is the \_\_\_\_\_ -est when compared to \_\_\_\_\_ .
- \_\_\_\_\_ and \_\_\_\_\_ are similar because they are both \_\_\_\_\_ .
- \_\_\_\_\_ and \_\_\_\_\_ are different because \_\_\_\_\_ is \_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_ .
- \_\_\_\_\_ is \_\_\_\_\_ ; however, \_\_\_\_\_ is \_\_\_\_\_ .
- Unlike \_\_\_\_\_ , \_\_\_\_\_ .
- While \_\_\_\_\_ is different from \_\_\_\_\_ , \_\_\_\_\_ .
- \_\_\_\_\_ is \_\_\_\_\_ , as opposed to \_\_\_\_\_ , which is \_\_\_\_\_ .
- Not only is \_\_\_\_\_ , but \_\_\_\_\_ .
- Although \_\_\_\_\_ and \_\_\_\_\_ have some similar characteristics, they are very different, because \_\_\_\_\_ .
- While \_\_\_\_\_ is able to \_\_\_\_\_ , \_\_\_\_\_ does not have that (capability/feature).
- The most important difference is that \_\_\_\_\_ has \_\_\_\_\_ , while \_\_\_\_\_ .
- Just as \_\_\_\_\_ , so too \_\_\_\_\_ .
- By comparing \_\_\_\_\_ and \_\_\_\_\_ , (it is clear that/I realized that/I learned that) \_\_\_\_\_ .
- While \_\_\_\_\_ and \_\_\_\_\_ are both \_\_\_\_\_ , there are several major differences between them.
- The primary distinction between \_\_\_\_\_ and \_\_\_\_\_ can be described as \_\_\_\_\_ .

## Graphic Organizer: Compare/Contrast

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_



**Reflection:** What can you conclude about the two topics/subjects that are being compared and contrasted?

## Sequence

- Relate the steps in a process.
- Express the time relationship and actions within a larger event.

### CHRONOLOGICAL

Topic:

→  →  →

→  →  →  →

### PLOT

Title/Author:	Setting:
Main Characters:	Minor Characters:

Opening → Set-Up → Plot Event → Plot Event → Plot Event → Climax → Falling Action → Resolution or Solution

Plot Events & Conflicts in Order (Rising Action)

### Signal Words

first, second	now
next, later, then	finally
before, after	earlier
beginning, middle, end	previously
initially	following
eventually	prior to
during	preceding
since	meanwhile
concluding	for the past
subsequently	simultaneously
while	

### Guiding Questions

- What is being described in sequence?
- Why did a chronological order pattern emerge?
- What are the major steps in this sequence?
- What details should be included (people, places, etc.) with each step?
- Is there a part in the sequence where the events are more important than in the others?
- Is there a conflict in this sequence? Where does it get resolved?
- Why is the sequence important?

### Sample Sentence Frames

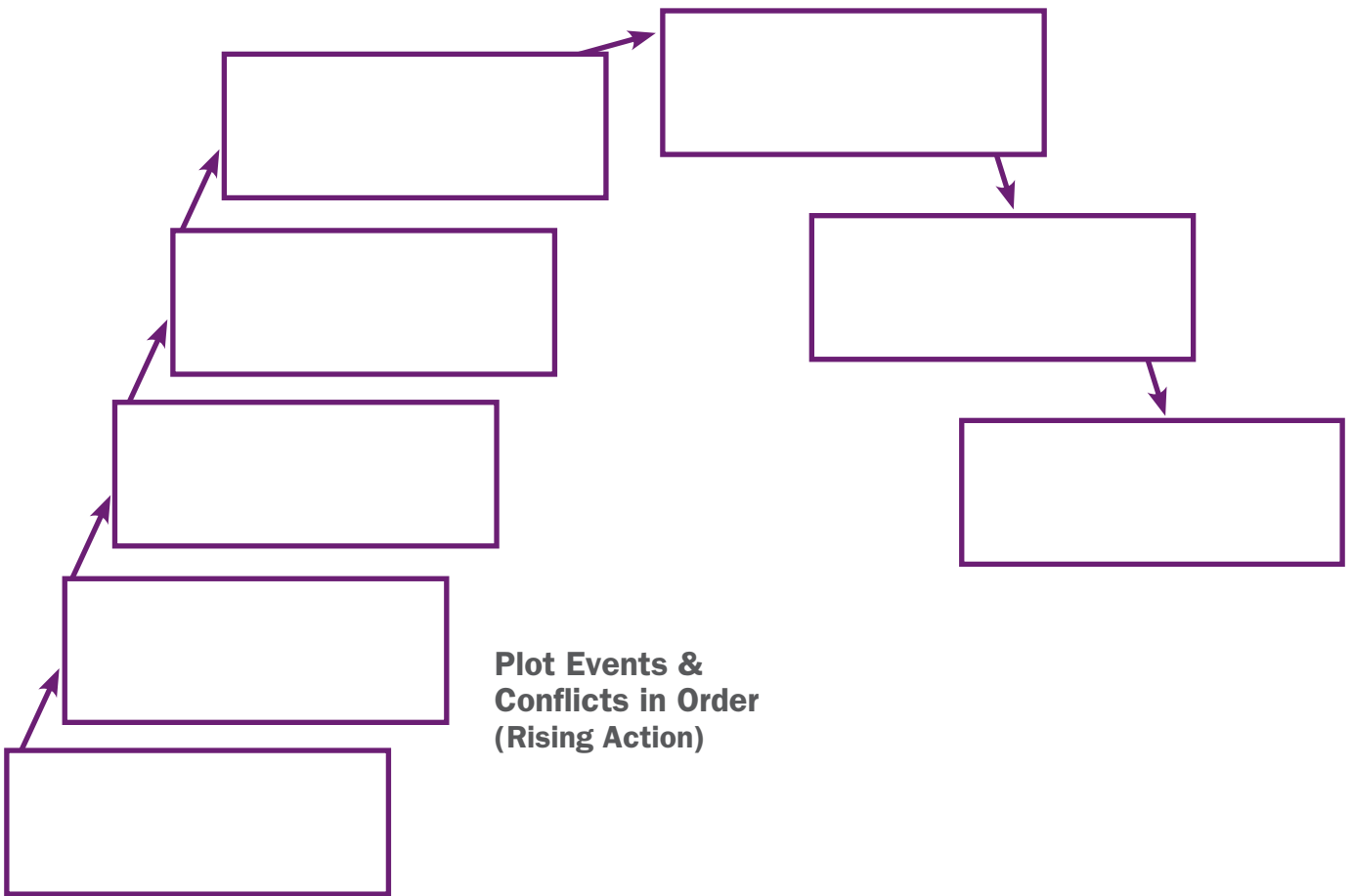
- First, \_\_\_\_\_. Then, \_\_\_\_\_. Next, there was \_\_\_\_\_, and \_\_\_\_\_.
- In the (beginning/middle/end), \_\_\_\_\_.
- After (insert action), \_\_\_\_\_.
- Before \_\_\_\_\_, \_\_\_\_\_.
- Initially \_\_\_\_\_, then \_\_\_\_\_.
- Immediately after \_\_\_\_\_, \_\_\_\_\_.
- Once \_\_\_\_\_ happened, then \_\_\_\_\_.
- As a result of \_\_\_\_\_, \_\_\_\_\_ happened.
- Following \_\_\_\_\_, \_\_\_\_\_.
- Previously, \_\_\_\_\_.
- Initially, \_\_\_\_\_, then \_\_\_\_\_.
- Preceding the events of \_\_\_\_\_, \_\_\_\_\_.
- Meanwhile, \_\_\_\_\_ was (taking place/occurring/happening).
- First, \_\_\_\_\_ happened. Then, \_\_\_\_\_ occurred and \_\_\_\_\_. Eventually, \_\_\_\_\_.
- For the past \_\_\_\_\_ (set timeframe), \_\_\_\_\_.
- Immediately following the \_\_\_\_\_, the \_\_\_\_\_ (took place/occurred).

# Graphic Organizer: Sequence

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

## Plot

<b>Title/Author:</b>	<b>Setting:</b>
<b>Main Characters:</b>	<b>Minor Characters:</b>

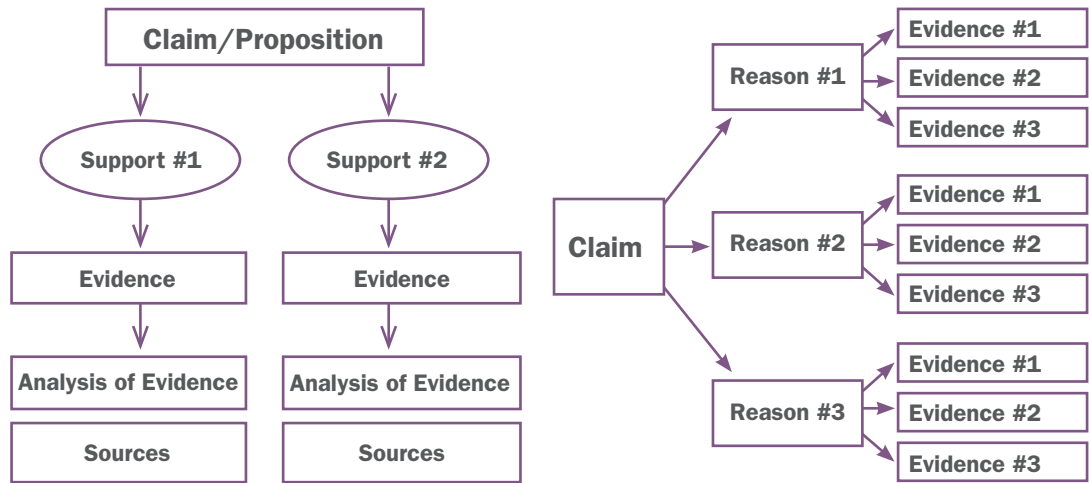
  


**Plot Events & Conflicts in Order (Rising Action)**

**Reflection:** Is there a part in this sequence wherein the events are more important than in the others?

## Claim and Evidence

- Make a claim/argument/proposition
- Defend an opinion
- Explain reasoning
- Justify a position



### Signal Words

believes	the question is
suggests	one answer is
reasons	therefore
for example	nevertheless
states	persuades
position	opposes
proposes	argues
evidence	refutes
asserts	against
claims	supports
defends	

### Guiding Questions

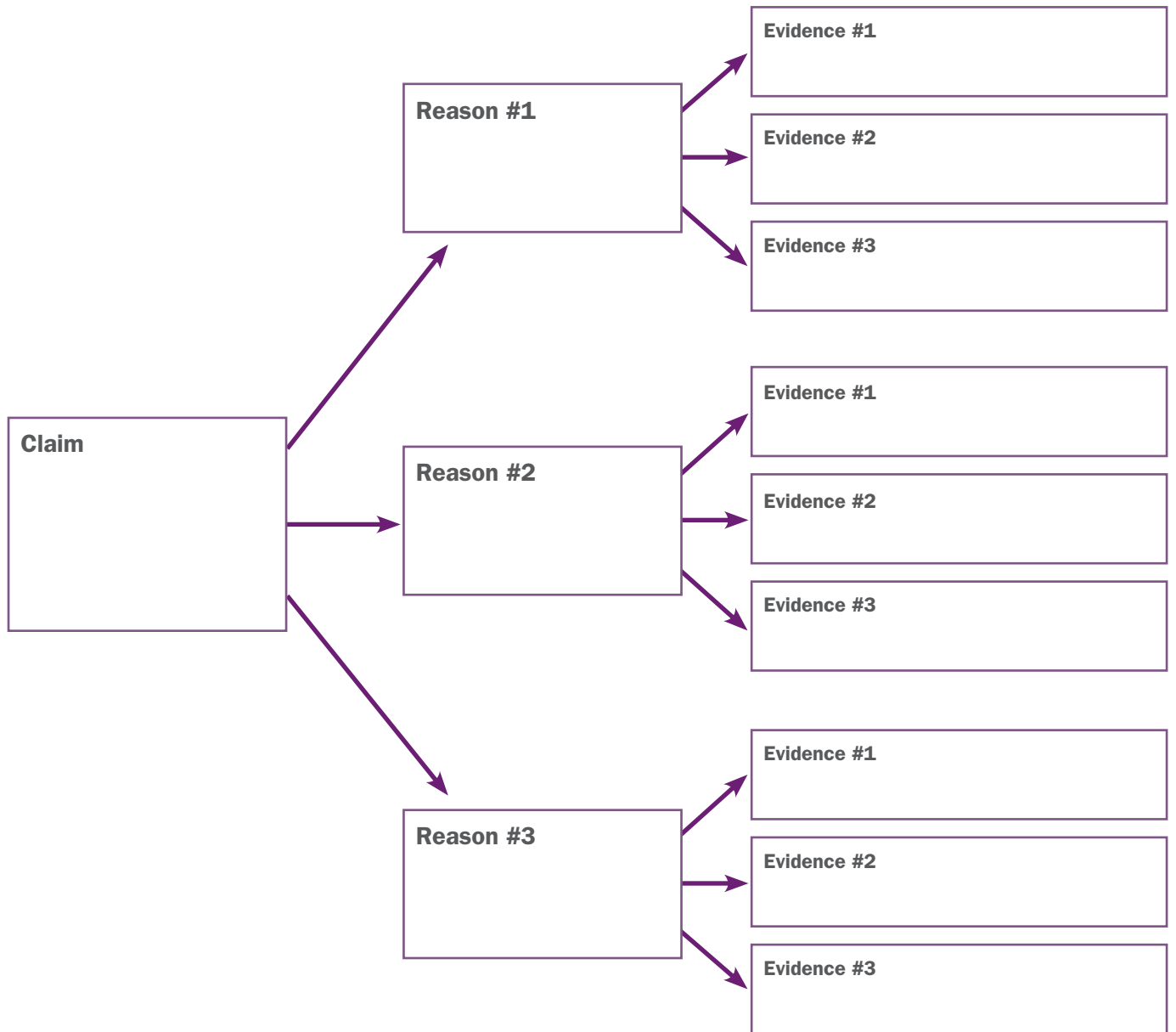
- What is the claim/proposition?
- Why is this important?
- Who will this impact?
- What evidence is given to support the claim/proposition?
- What reasoning is given using the evidence? (commentary)
- What might an opponent say against this claim/proposition? (rebuttal)
- What arguments can be made against the rebuttals? (counterargument)
- What are the consequences or benefits of this position?

### Sample Sentence Frames

- I believe that \_\_\_\_\_. I believe this because \_\_\_\_\_.
- I disagree with \_\_\_\_\_ because \_\_\_\_\_.
- The evidence suggests that \_\_\_\_\_.
- \_\_\_\_\_ proposes that \_\_\_\_\_.
- They support their position by \_\_\_\_\_.
- The author's claim is that \_\_\_\_\_, and they supports this claim by \_\_\_\_\_.
- It is clear that \_\_\_\_\_; therefore, \_\_\_\_\_.
- According to \_\_\_\_\_, \_\_\_\_\_ is (an important issue/a serious problem).
- \_\_\_\_\_ justifies this position by \_\_\_\_\_.
- While \_\_\_\_\_ tries to persuade us that \_\_\_\_\_, the evidence suggests \_\_\_\_\_.
- Nevertheless, the evidence strongly points to \_\_\_\_\_.
- \_\_\_\_\_ argues that \_\_\_\_\_; however, opponents suggest \_\_\_\_\_.

# Graphic Organizer: Claim and Evidence

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_



**Reflection:** What are the consequences or benefits to this position?



CHAPTER FIVE

# Reading



Visit the *AVID Bridges to Success* webpage on MyAVID for additional materials and resources.



## Chapter Outline

### Pre-Reading

- 5.1: Pre-Reading Activities
- 5.2: Establishing a Purpose for Reading
- 5.3: Anticipation Guide: Before/After Reading
- 5.4: F–L–I–P Strategy
- 5.5: Prediction/Preview Strategies

### During Reading

- 5.6: Marking the Text
- 5.7: Annotating Texts/Writing in the Margins
- 5.8: Making Connections
- 5.9: Close Reading

### Post-Reading

- 5.10: Summarizing

### Vocabulary Building

- 5.11: Concept Mapping
- 5.12: Three-Column Notes for Vocabulary
- 5.13: Context Clues
- 5.14: Total Physical Response





## Reading

Reading is a tool for developing the mind. The brain is a muscle; it requires consistent exercise in order to remain strong. The very acts of reading and comprehending strengthen the neural network, resulting in improved levels of concentration, enriched vocabulary, highly developed language skills, and a deeper sense of understanding about the external world. Critical reading supports intensive examination, analysis, and reflection regarding the evidence and arguments presented by the author. It also requires the reader to interact intimately with the text, asking questions, making judgments, and drawing connections and conclusions that lead to clarity of meaning and deepened comprehension. Fielding and Pearson (1994) stated, “Comprehension inherently involves inferential and evaluative thinking, not just literal reproduction of the author’s words. Most important, it can be taught directly” (p. 62). AVID’s critical reading strategies are among the most effective tools that educators can utilize to teach students how to grow and develop into active, thoughtful readers.

The strategies included in this chapter support the process of critical reading for both fiction and nonfiction texts. These strategies clearly reveal patterns of students’ thinking through marking the text, writing in the margins, and notating personal reactions to the text. As Beers and Probst (2012) suggest, “Meaning is created not purely and simply from the words on the page, but from the transaction with those words that takes place in the reader’s mind” (p. 35). This transaction can be documented to provide insight to the educator about patterns associated with the student’s thinking process. Explicitly capturing this interaction with the text will assist the student in solidifying comprehension as well as higher-level skills, such as analyzing, synthesizing, and evaluating an author’s argument. Through cognitive scaffolding and a transitional transfer of responsibility, students can grow independently into proficient, critical readers.

Learning to read critically prepares students for interaction with content in all subject areas and further supports comprehension of complex texts as students enter college and career experiences. Conley (2013) discussed the shift from learning basic reading protocols in the primary years to the intermediary period of developing strategic literary strategies: “Although students are taught how to read, they are not necessarily given much instruction in how to read strategically, a skill that increases in importance in secondary school and becomes critically important in college, where the amount and type of material to be read increases over what students have encountered previously” (p. 82). Leaping advances in technology have enabled information to be rapidly produced and disseminated to a wider audience than ever before. This widespread availability of information from a sweeping variety of sources requires students to carefully evaluate the validity of the author’s sources and personal expertise on the subject matter. Educators need to provide students with effective strategies for becoming selective consumers of the content that they are surrounded with in this age of information overload.

By the end of this chapter, the reader will be able to:

- Teach students to identify the strategies and skills that successful learners inherently employ.
- Teach students to use reflective discussion, reading strategies, and writing strategies to make connections.
- Engage students in thinking critically about decisions, forming an opinion, and justifying their claims.
- Engage students in all levels of critical thinking.
- Effectively utilize reading and comprehension strategies to analyze texts.

## Pre-Reading

Pre-reading activities are beneficial to students because they initialize the mindset with the cognitive context required for a reading task and increase the overall comprehension of the content presented in the text. Pre-reading activities prepare the student to encounter the text through the recall of information learned prior to the activity, enabling them to connect related ideas, preview challenging vocabulary, increase topical interest, and motivate mental engagement with respect to the reading task. When determining which pre-reading strategy would be most effective for a given class period, educators should consider the unique qualities of the reader, task, and text selection. Of particular concern is the “over-scaffolding” of the text; the educator must find a balance by allowing students to grapple with their own conclusions about complex texts while also scaffolding content in order for students to accurately derive meaning. It is important for the student to experience the text as an author intends, absent of the teacher asserting meaning for the student. The strategies presented in this section should be considered carefully based on the individual needs of each student.



## 5.1 Pre-Reading Activities

### KWL Chart Extensions

**Student Objective:** Students will reflect on their own knowledge of a text or topic, set a purpose for reading, and monitor comprehension.

- Choose a text or topic and lead students through setting up three-column notes labeled K (what I **Know**), W (what I **Want** to learn), and L (what I **Learned**).
- Ask students to complete the first two columns, saving the last column to complete after the lesson or reading. Prompts to generate ideas are as follows:
  - K – What I **Know**: What do I know about the text or genre? What do I know about the subject, passage, or content? What do I know about the reading purpose?
  - W – What I **Want** to Learn: Why am I reading this text? Where did I learn this information? What reading aids will help me comprehend the text?
  - L – What I **Learned**: What did I learn from this text? What else do I need to learn about this topic?
- To extend the KWL further, have students include a column for brainstorming about **How** (H) they can locate the information, including websites and other text- or technology-based sources.
- A final column can also be added for **Connections** or **Conclusions** (C) to allow students to relate the information to other content areas or draw conclusions about subject matter.

### 30-Second Expert

**Student Objective:** Students will share prior knowledge with a partner and build on one another's understanding.

- Lead students through setting up two-column notes, with the left-hand column labeled “What do I know about this topic?” and the right-hand column labeled “What new understandings have I gained from my partner?”
- Ask students to complete the left-hand column based on their current knowledge of a topic. Then instruct them to find a partner.
- For 30 seconds, one person shares their thoughts while the other person listens.
- The other person will summarize what was heard during the 30 seconds, beginning the summary with, “According to [name]...” The summarizer closes by asking, “Did I get that correct?”
- Students then reverse roles and repeat the process.
- Have students add any new information that they obtained to the right-hand column.
- Students should thank their partner when the activity is complete.

## Connections Through Key Words

**Student Objective:** Students will use prior knowledge to make connections among words related to a topic.

- Display 10 words or terms for students to consider related to a topic of study. Assure students that there is no right or wrong way to think about the words.
  - Example from Martin Luther King, Jr.’s “I Have a Dream” speech: *inspiration; hatred; African American; racism; peacefully; freedom; dream; leader; Washington, D.C.; relationship*
- Instruct students to find connections among the words.
- Ask students to create sentences, using at least two of the 10 preselected words per sentence, to demonstrate what they understand about these words in a specific context.
  - Example sentences:  
African Americans peacefully protested against segregation.  
Martin Luther King, Jr. was an African American leader who fought for freedom for Americans.

## Author Considerations

**Student Objective:** Students will consider the viewpoints of an author, what an author is responding to, and what is going on during the time that the text was written.

- Guide students through setting up two-column notes, with the left-hand column labeled “Historical Context” and the right-hand column labeled “Rhetorical Context.”
- Ask students to conduct research about what was going on during the time that the text was written in order to complete the “Historical Context” column.
  - Social: What are the human issues? Is there inequality?
  - Political: Who’s in power? How are people governed?
  - Cultural: What is seen as morally right? Who dictates right and wrong?
  - Religious: What is the dominant religion? What are the traditional beliefs?
  - Economic: Is there a class system? Is there financial stability?
- Also ask students to investigate background information about the author and what the author may have been responding to in the text, as this will help them complete the “Rhetorical Context” column.
  - Who is the audience?
  - When was the text published?
  - Who does the author reference or quote?
  - What is the author responding to?
  - In what content areas was the author educated?
  - In what ways is the author trying to influence the reader?
- Allow students to have a partner or group discussion about the author’s purpose prior to reading the text to enhance comprehension.



## 5.2 Establishing a Purpose for Reading

### Student Objective

Students will analyze text structure, examine the reading task, create questions, and connect to their own background to set a purpose for reading.

### Overview

Setting a reading purpose provides active engagement with the text at a high level of thinking and supports students self-monitoring their comprehension. The purpose is typically established by the teacher prior to a reading lesson. However, as students become independent learners, they should be able to determine a plan for comprehension through questioning based on the purpose for reading. A teacher should be thoughtful in the selection of the purpose of the text to allow the students to focus on specifics. This will permit students to be successful in drawing meaning from the text. By teaching students to analyze the text and become metacognitive through the generation of questions to answer, this process will allow students to monitor their own learning and comprehension.

### Materials/Set-Up

- Teacher Resource:
  - [5.2a: Selecting Texts for Instructional Purposes](#)
- Student Handout:
  - [5.2b: Setting the Purpose for Reading](#)
- Chart paper or projection screen
- A variety of reading materials
- Prior to the activity, reference [Teacher Resources 2.2a–d](#) for creating student-generated questions in various content areas according to Costa’s Levels of Thinking.

### Instructional Steps

- Refer to [Teacher Resource 5.2a: Selecting Texts](#) for Instructional Purposes when selecting a text for this activity. Have a clear understanding of the text and the desired outcome of the learning that should occur from the text.
- Distribute [Student Handout 5.2b: Setting the Purpose for Reading](#) and ask students to refer to this information as the process is modeled for the class.
- Select a text that relates to the topic of study and display it for students.
- Lead students through analyzing the type of text and setting the purpose using the handout.
- Encourage students to identify guiding questions based on the text. Record student responses on chart paper or a projection screen. Students may select sample questions from [Student Handout 5.2b: Setting the Purpose for Reading](#) or create their own questions using Costas’s Levels of Thinking.
- Remind students to quickly go through the process of setting a reading purpose each time they read a piece of text. Emphasize the importance of self-monitoring for comprehension by setting a purpose.

## Extension

- To increase rigor, ask students to turn headings, titles, and subtitles into questions. Place questions into one of the following two note-taking formats: Cornell notes (questions/textual evidence) or three-column notes (title/title in the form of a question/textual evidence).
- To increase scaffolding:
  - Allow students to work with a partner to set a purpose for reading, referring to the provided handout.
  - Set the purpose for reading for small chunks of text to ease comprehension.



## Selecting Texts for Instructional Purposes

---

*Teachers should select texts purposefully. Texts should be selected based on their support of teaching specific reading strategies and other academic skills. Student need to be exposed to a variety of fiction and nonfiction texts in many different genres. Teachers should be knowledgeable enough about the text selected to determine the best way to present the material and the level of support students will need to comprehend the text.*

### While reading a potential text for your students, you should...

- read and, when necessary, reread the text in order to gain a deep understanding of what the author says and/or argues.
- mark the text (number the paragraphs and underline essential information) in the same way you will want your students to mark it.
- chart and summarize sections of the text in order to gain insight into what the author is doing in the text. You want to be very familiar with the text before reading it with your students. Write your comments or analyses in the margins.
- identify elements or sections of the text that are challenging. Decide on strategies that will support students through these difficult sections.

### When selecting a text for instructional purposes, choose a text that...

- can be read for multiple purposes (for example, analyzing arguments and structure).
- presents various types of evidence and support.
- offers ideas that could be represented in a visual or graphical way.
- develops or extends course concepts or objectives.
- models effective, sophisticated writing.
- challenges students linguistically or cognitively.
- develops students' cultural literacy.
- presents visual arguments.
- develops students' academic literacy in some other way.

### Questions to ask after selecting a text:

- Why am I having my students read this text?
- What reading strategies can I explicitly teach with this text?
- What pre-reading activities should my students complete before reading the text?
- What will I have my students do while they read?
- How should I support my students as they read this text?
- How can I get my students to see what the text has to offer?
- What can I teach effectively in the time that I have?
- What will my students know or be able to do once they complete the reading?
- How will my students demonstrate that they have comprehended the ideas in the text?

## Setting the Purpose for Reading

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

### Why am I reading this?

- To confirm
- To get the gist
- To find an opinion
- To get instructions
- To get facts
- To have fun
- To learn new information
- To learn new vocabulary
- To add to notes
- To create questions
- To study the author's style
- To make connections

### What am I reading?

Use these questions to set a purpose for reading.

#### Fiction

- What is the setting?
- Who are the main characters? What words would I use to describe these characters?
- What are the characters' motives/goals?
- What is the conflict?
- What am I visualizing?
- What message is the author trying to convey?
- What mood is the author creating?
- What problem is the character facing?
- How is the plot developing in the story?
- From whose point of view is the story being told?
- Why did the author write this story?
- Do the illustrations add meaning to the story?
- What theme is addressed in this text?
- What is your emotional response to this text?

#### Nonfiction

- How is the text organized?
- What do I already know about this topic?
- What is the author's perspective on this topic?
- What makes me slow down as I read?
- What are the main points?
- How can I use the titles and subtitles to guide my reading?
- What questions can I ask based on reading this text?
- How can I write the key concepts into questions?
- What words or phrases will be essential to my reading?
- How are the key concepts connected?
- What will I need to think about as I read this text?
- Why did the author write this text?
- How do the illustrations, graphics, and charts add to the author's point of view?
- How do the ideas in this text relate to life?



## 5.3 Anticipation Guide: Before/After Reading

### Student Objective

Students will use critical thinking skills to activate knowledge, build curiosity, and preview main concepts in a text.

### Overview

An anticipation guide is a before-reading activity used to elicit students' prior knowledge and opinions of concepts. Students respond to a set of statements relating to the text that challenge or support preconceived ideas about the content to be studied. This strategy sparks curiosity about the topic and sets a purpose for reading. Students will revisit the anticipation guide to record and revise their thinking after reading the text. They must justify their thinking with textual evidence. This strategy gives the teacher insight into the students' background knowledge and previews vocabulary and concepts for students.

### Materials/Set-Up

- Student Handouts:
  - [5.3a: Anticipation Guide: Before/After Reading](#)
  - [5.3b: Anticipation Guide: Agree/Disagree Using Evidence](#)
- Chart paper or projection screen

### Instructional Steps

- Prepare five to eight statements about the content, key ideas, or main concepts pertaining to the text or lesson. Post the statements on chart paper or project them on a screen. Students may copy these statements onto [Student Handout 5.3a: Anticipation Guide: Before/After Reading](#).
  - For fiction texts, list statements that may be controversial or discussable based on a theme or key concept of the story. This could be a moral or lesson that a character may learn or a reoccurring idea throughout the text.
  - For nonfiction texts, list interesting or compelling facts that will be introduced in the text. Include challenging vocabulary and important concepts.
- Model the critical thinking process with students using the first statement. Justify answers based on prior knowledge before reading the text.
- If students need to take a stance on an issue within the selected text, ask them to complete [Student Handout 5.3b: Anticipation Guide: Agree/Disagree Using Evidence](#) by noting whether they “agree” or “disagree” with the statement and providing a justification for their reasoning in the “Defense of your opinion, using evidence” column.
- Allow students to discuss with a partner their reasoning for the responses to each statement.
- Revisit [Student Handout 4.3b: Anticipation Guide: Agree/Disagree Using Evidence](#) after the lesson or reading to allow students to document new understanding or confirm prior knowledge in the “Textual evidence to support or change your opinion” column.
- Use student responses as a formative assessment to gain insight into students' understanding and reasoning related to the topic.

## Extension

- To increase rigor:
  - Use a scale of agreement (strongly agree, agree, disagree, strongly disagree) and have students gather evidence to support their position.
  - Model determining whether evidence stated is sufficient and valid. Work with students to create statements that are logical and defensible.
  - Have students reflect on how their understanding changed through readings and collaborative discussions. Reflection helps students synthesize new information and address prior misconceptions.
- To integrate technology, use clickers or a website like Kahoot! to display student responses on a screen, discuss class-wide trends in thinking, and revisit responses after the lesson.



## Anticipation Guide: Before/After Reading

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Assignment Name/Test Topic: \_\_\_\_\_ Due Date/Test Date: \_\_\_\_\_

Before Reading: Agree/Disagree	Statement From the Text	After Reading: Agree/Disagree
	1.	
	2.	
	3.	
	4.	
	5.	

## Anticipation Guide: Agree/Disagree Using Evidence

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Statement	Agree/Disagree	Defense of your opinion, using evidence	Textual evidence to support or change your opinion

## 5.4 F-L-I-P Strategy

### Student Objective

Students will evaluate the friendliness of text in order to determine the difficulty level and support comprehension.

### Overview

This strategy supports students' comprehension of a complex text through analysis of the text in relation to **F**riendliness, **L**anguage, **I**nterest, and **P**rior knowledge (F-L-I-P; Schumm & Mangrum, 1991). Examining the text's structure and vocabulary as well as personal connections to a text will assist students in deriving meaning from that text.

### Materials/Set-Up

- Teacher Resource:
  - [5.4a: F-L-I-P Strategy Chart With Reflection Sample](#)
- Student Handouts:
  - [5.4b: F-L-I-P Strategy Chart](#)
  - [5.4c: F-L-I-P Strategy Chart With Reflection](#)
- Pre-made F-L-I-P poster to serve as a model for students

### Instructional Steps

- Review [Teacher Resource 5.4a: F-L-I-P Strategy Chart With Reflection Sample](#).
- Set up and display a three-column anchor chart poster with the letters F, L, I, and P written vertically down the left-hand side of the chart paper in the first column. Write the words *Friendliness*, *Language*, *Interest*, and *Prior knowledge* in the second column. In the third column, write reflection questions designed to probe students' responses to specific aspects of the text and themselves. Examples for these reflective questions include the following:
  - **Friendliness:** Are the text's features helpful to the reader? Does it include highlighting, bold headings, pictures, charts, or graphs? What information do these features communicate to the reader?
  - **Language:** Are there new or difficult words in this text? Explore the meaning of a few of the new words.
  - **Interest:** Does this text grab the reader's interest? What strategies does the author use to grab the reader's attention?
  - **Prior Knowledge:** What knowledge does the reader bring to this information? What general, personal, or textual knowledge can be connected to the text?
- Present these strategies to the class by modeling the use of these prompts to assess the accessibility of a text. Choose a complex text as an example, have the class respond to each area of F-L-I-P out loud, and record their thoughts on the poster.

- Allow students to complete either [Student Handout 5.4b: F–L–I–P Strategy Chart](#) or [Student Handout 5.4c: F–L–I–P Strategy Chart With Reflection](#).
- Ask students to discuss their work with a partner and add to their notes by getting ideas from classmates.

### Extension

- To increase scaffolding, use small-group discussions led by the teacher so that the F–L–I–P strategy and the resulting conversations provide support for students.



## F-L-I-P Strategy Chart With Reflection Sample

Name: Andy Subject: Science Date: May 15

<b>F</b>	<b>F</b> riendliness	How friendly is the text? Does it use highlighting, charts, graphs, headings?
<b>L</b>	<b>L</b> anguage	How difficult is the language? Is it full of new vocabulary and formal language?
<b>I</b>	<b>I</b> nterest	How interesting is the topic? Does it appeal to the senses? Is it visually pleasing?
<b>P</b>	<b>P</b> rior knowledge	What do I already know about this topic? Do I remember concepts, ideas, or visuals when I preview the text?

What assistance or help do I need in order to be successful with this material or text?

*F – The text seems pretty friendly, with lots of graphs and charts to visually represent physics phenomena, although there are few real-life pictures to help visualization.*

*L – The language is relatively plain, although new terms are introduced then further explained frequently throughout the text.*

*I – The topic is interesting, appealing to my visual sense, although the visuals are pretty abstract.*

*P – I already know a good bit about this topic, and many of the concepts from previous classes in physics were familiar to me.*

## F-L-I-P Strategy Chart

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

<p><b>F</b></p>	<p><b>F</b>riendliness</p>	<p>How friendly is the text? Does it use highlighting, charts, graphs, headings?</p>
<p><b>L</b></p>	<p><b>L</b>anguage</p>	<p>How difficult is the language? Is it full of new vocabulary and formal language?</p>
<p><b>I</b></p>	<p><b>I</b>nterest</p>	<p>How interesting is the topic? Does it appeal to the senses? Is it visually pleasing?</p>
<p><b>P</b></p>	<p><b>P</b>rior knowledge</p>	<p>What do I already know about this topic? Do I remember concepts, ideas, or visuals when I preview the text?</p>



## F-L-I-P Strategy Chart With Reflection

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

<b>F</b>	<b>F</b> riendliness	How friendly is the text? Does it use highlighting, charts, graphs, headings?
<b>L</b>	<b>L</b> anguage	How difficult is the language? Is it full of new vocabulary and formal language?
<b>I</b>	<b>I</b> nterest	How interesting is the topic? Does it appeal to the senses? Is it visually pleasing?
<b>P</b>	<b>P</b> rior knowledge	What do I already know about this topic? Do I remember concepts, ideas, or visuals when I preview the text?

What assistance or help do I need in order to be successful with this material or text?

## 5.5 Prediction/Preview Strategies

### Student Objective

Students will use features of the text to activate prior knowledge and make predictions about the content to deepen interest and enhance comprehension.

### Overview

The process of making and confirming predictions motivates readers to explore the results of their predictions and strengthens metacognitive skills. Preview strategies help students prepare to read a text, through activating prior knowledge, and set a purpose for reading. These strategies set the student up to think critically about aspects of the content to be introduced.

### Materials/Set-Up

- Various texts, multiple copies or projected for the class

### Instructional Steps

#### Prediction

- Model a few examples of previewing-the-text features (e.g., illustrations, charts, graphs, headings) and make predictions about the text.
- Ask students to complete the process throughout the rest of the text, marking their guesses around expectations with evidence to support predictions throughout the text.
- Have students complete a quickwrite about their predictions and revisit this quickwrite after reading the text to confirm the predictions.

#### Preview

- Use a nonfiction text to model skimming and scanning.
- Demonstrate the process of skimming a piece of text.
  - *Skimming* is quickly reading and locating main ideas to get a general understanding of the text and set a purpose for reading.
- Think aloud during the skimming process as a model for students.
  - Skim the text to notice headings, topic sentences of paragraphs, bolded words, illustrations, graphs, and other features.
  - Determine the genre.
  - Consider any prior knowledge of the topic.
  - Notice summaries and get the gist of the sections of the text.
- Demonstrate the process of scanning a piece of text.
  - *Scanning* is quickly looking for specific information or facts without reading everything in the text.
- Think aloud during the scanning process as a model for students.
  - Scan across a variety of texts, locating key information in an index, website, newspaper, magazine articles, or other reference materials.
  - Indicate where information is found from scanning by underlining, highlighting, or using sticky notes.



### Brainstorming/Webbing

- Pose a topic or concept and ask students to list all they know or think they know about the topic.
- Remind students that there is no wrong answer. All ideas are recorded.
- Work individually or in partners to eliminate ideas that may not be closely related to the topic.
- Group ideas into student-generated categories.
- Turn brainstorming responses into questions that may be answered during the read-through to set a purpose for the reading.

### Extension

- To increase rigor, allow students to model the skim-and-scan process to the class using an unfamiliar text. Encourage students to persuade other students to read the text by building interest in the topic.
- To increase scaffolding:
  - Use sentence frames (e.g., I predict \_\_\_\_\_ because \_\_\_\_\_. I believe this text will give me information about \_\_\_\_\_ because \_\_\_\_\_).
  - Thoroughly model the visuals provided in the text. Ask: What is this visual illustrating? How does it connect to the surrounding text?

## During Reading

Reading is far from a passive activity. Proficient readers are active participants during the reading process: thinking, connecting, wondering, imagining, and evaluating. English language arts teachers, as well as teachers of all content areas, can introduce and model reading strategies that encourage interaction with the text through mindful reading, empowering students to reach learning goals. As stated by Frey and Fisher (2013), “students do not arrive already knowing how to interrogate a text and dig down into its deeper meaning. Teachers have to teach students how to do this” (p. 46). AVID advocates using three primary reading strategies: marking the text, writing in the margins, and charting the text. This trio of techniques supports readers in repairing comprehension gaps and moving their sense of understanding beyond the superficial to a deeper level of analysis, synthesis, and evaluation in the process of drawing meaning from text.



## 5.6 Marking the Text

### Student Objective

Students will mark the text in specific ways to identify information that is relevant to the purpose set for the reading.

### Overview

Marking the text is an active reading strategy that asks students to think critically about their reading comprehension. Readers use three distinct marking techniques: numbering paragraphs, circling key terms, and underlining information relevant to one's reading purpose. This strategy gives the reader a way to isolate important information that can be referenced quickly during discussions and writing tasks. Students are focused on what is being stated in the text, leading to increased comprehension and retention of information.

### Materials/Set-Up

- Teacher Resource:
  - [5.6a: Marking the Text Ideas](#)
- Text, displayed on a projected screen, as well as individual copies for students

### Instructional Steps

- Refer to [Teacher Resource 5.6a: Marking the Text Ideas](#) as a resource while teaching students how to mark texts.
- Project the text large enough for all students to easily view it during the modeling of this strategy.
- Model for students how to number the paragraphs. Number each paragraph sequentially, placing the number to the left of the beginning of the paragraph or indention. Circle the number. Numbering the paragraphs makes it easy for students to reference the location of a part of the marked text during a structured discussion or essay so that they can provide textual evidence to support their answer.
- Circle key terms, numbers, data, names, places, etc. depending on the purpose of the lesson. Underline the author's claims or other relevant information. Refer to [Teacher Resource 5.6a: Marking the Text Ideas](#) for items to circle or underline based on the type of text.

### Extension

- To increase rigor, provide the reading purpose, but do not provide specific directions on how to mark the text. Allow students to provide feedback as to how to best mark the text and why they made that decision.
- To increase scaffolding:
  - Allow students to work with a partner or in small groups to mark the text.
  - Have students mark small chunks of text and display anchor charts around the room as a reference to support learning.
- To integrate technology, utilize Skitch or another annotation app and demonstrate marking text on an interactive whiteboard.

## Marking the Text Ideas

	Circle	Underline
<b>Social Science</b>	<ul style="list-style-type: none"> <li>• Key concepts</li> <li>• Lesson-based content vocabulary</li> <li>• Concept vocabulary</li> <li>• Words that signal a relationship (“as a result,” “this led to...”)</li> <li>• Names of people</li> <li>• Names of events</li> <li>• Dates</li> <li>• Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Central claims</li> <li>• Evidence</li> <li>• Details related to theology, philosophy, or ideology</li> <li>• Facts about a person, place, thing, or idea</li> <li>• Cause-and-effect relationships</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Key concepts</li> <li>• Content-based vocabulary</li> <li>• Lesson-based vocabulary</li> <li>• Names of people, theories, or experiments</li> <li>• Properties</li> <li>• Elements</li> <li>• Formulas</li> <li>• Units of measure</li> <li>• Variables</li> <li>• Values</li> <li>• Percentages</li> </ul>	<ul style="list-style-type: none"> <li>• Concerns</li> <li>• Claims</li> <li>• Data</li> <li>• Definitions</li> <li>• Descriptions</li> <li>• Evidence</li> <li>• Examples/explanations</li> <li>• Hypotheses</li> <li>• Main ideas</li> <li>• Methods</li> <li>• Processes</li> <li>• “If/then” statements</li> </ul>
<b>Mathematics (word problems)</b>	<ul style="list-style-type: none"> <li>• Action words</li> <li>• “Sum,” “add,” “more than”</li> <li>• “Multiply,” “divide”</li> <li>• “Simplify”</li> <li>• Variables</li> <li>• “Difference,” “subtract”</li> <li>• Amounts, values, units</li> <li>• Formulas</li> </ul>	<ul style="list-style-type: none"> <li>• Processes</li> <li>• Definitions</li> <li>• Descriptions</li> <li>• Explanations</li> </ul>
<b>Fiction</b>	<ul style="list-style-type: none"> <li>• Vivid language</li> <li>• Concrete nouns</li> <li>• Names of characters or places</li> <li>• Vocabulary</li> <li>• Word choice</li> <li>• Diction</li> </ul>	<ul style="list-style-type: none"> <li>• Analogies</li> <li>• Literary devices</li> <li>• Characterization</li> <li>• Dialogue</li> <li>• Imagery or descriptions</li> <li>• Context clues</li> </ul>
<b>Nonfiction</b>	<ul style="list-style-type: none"> <li>• Repeated key terms</li> <li>• Definitions by the author</li> <li>• Explanations or representations of an idea</li> <li>• Terms used in a unique way</li> <li>• Central concepts or ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Data</li> <li>• Facts</li> <li>• Author’s claims</li> </ul>

## 5.7 Annotating Texts/Writing in the Margins

### Student Objective

Students will analyze and interact with a variety of texts by marking the text and writing in the margins to support comprehension.

### Overview

Active interaction with text engages students in the reading-for-meaning process. The opportunity to write directly onto a student copy of the text or take notes on sticky notes supports the close reading strategy. The focus of the notes depends on the purpose for reading, typically set by the teacher. Annotation of text allows students to interact with texts by clarifying ideas, formulating questions, and recording responses to develop a deeper understanding of the text's meaning. Annotating the text makes visible the inner conversation that the reader has with the text. Notes can be used to stimulate discussion and debate, help prepare for a presentation or a report, and provide a resource for students during a structured discussion, such as Socratic Seminar or Philosophical Chairs. The notes that students write in the margins or on sticky notes can be reviewed by the teacher to provide a formative assessment and resulting insights into how students process text and where comprehension may be hindered.

### Materials/Set-Up

- Teacher Resource:
  - [5.7c: Writing in the Margins Sample](#)
- Student Handouts:
  - [5.7a: Writing in the Margins: Six Comprehension Strategies](#)
  - [5.7b: Writing in the Margins Ideas](#)
- Text, displayed on a projected screen, as well as individual copies for students
- Sticky notes
- Highlighters

### Instructional Steps

- Refer students to [Student Handout 5.7a: Writing in the Margins: Six Comprehension Strategies](#) and [Student Handout 5.7b: Writing in the Margins Ideas](#) as resources for how to annotate texts.
- Project the text large enough for the entire class to easily view during modeling of this strategy.
- Define each of the six comprehension strategies for writing in the margins: visualizing, summarizing, clarifying, connecting, responding, and questioning.
  - When teaching the strategies, be sure to focus on only one at a time.
- Think aloud and demonstrate the method while teaching, with symbols and/or words in the margins or on sticky notes.

- Read a section of text, and while you write, verbalize your thinking. (Refer to [Teacher Resource 5.7c: Writing in the Margins Sample](#).)
  - For example, show students how a reader clarifies ideas in the text. Ask “What did this passage tell me?” or “What do I not understand?” Write down some clarifying statements in the margins. Have students add these notes to their copy of the text.
- Assign specific sections of text to pairs of students to clarify or use another reading strategy that has been previously taught.
- Encourage students to use symbols to interact with text. Possible symbols could include the following:
  - LOL – “This part made me laugh.”
  - ! – “This part surprised me.”
  - ? – “I have a question about this section.”
  - \* – “This part contains important information.”
  - ♡ – “This is my favorite part.”
- Ask students to reflect on the strategy by responding to the following questions:
  - “How did this strategy improve your comprehension?”
  - “Why would readers want to use this strategy?”
  - “How can we use this strategy in another content area?”

### Extension

- To increase rigor, ask students to evaluate the text and determine the most appropriate of the six reading strategies to focus on, depending on the text’s structure and the purpose set for the reading task.
- To increase scaffolding:
  - Allow students to work with a partner or in small groups to annotate text.
  - Have students begin by annotating text in small chunks.





## Writing in the Margins: Six Comprehension Strategies

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

*This table provides six strategies that help readers understand texts. While making connections, clarifying information, or doing other work defined on this page, write down your thoughts in the margins of the text, on sticky notes, or in your Cornell notes.*

<p><b>Visualize</b></p> <p>Visualize what the author is saying and draw an illustration in the margin. Visualizing what authors say will help you clarify complex concepts and ideas.</p> <p><b>When visualizing, ask:</b></p> <ul style="list-style-type: none"> <li>• What does this look like?</li> <li>• How can I draw this concept/idea?</li> <li>• What visual and/or symbol best represents this idea?</li> </ul>	<p><b>Summarize</b></p> <p>Briefly summarize paragraphs or sections of a text in the margin. Summarizing is a good way to keep track of essential information while gaining control of lengthier passages.</p> <p><b>When summarizing, ask:</b></p> <ul style="list-style-type: none"> <li>• What is this paragraph/section about?</li> <li>• What is the author doing in this paragraph/section?</li> <li>• What key terms and/or ideas should be included?</li> </ul>
<p><b>Clarify</b></p> <p>Clarify complex ideas presented in the text. Readers clarify ideas through a process of analysis, synthesis, and evaluation. Pausing to clarify ideas will increase your understanding of the ideas in the text.</p> <p><b>To clarify information, ask:</b></p> <ul style="list-style-type: none"> <li>• What terms are important here and what do they mean?</li> <li>• What do I need to reread to make sure I understand?</li> <li>• What are the important ideas here and how do I know they are important?</li> <li>• What can I paraphrase or summarize to see if I understand what the author is saying?</li> <li>• What examples of figurative language do I need to figure out?</li> </ul>	<p><b>Connect</b></p> <p>Make connections within the reading to your own life and to the world. Making connections will improve your comprehension of the text.</p> <p><b>To make connections, ask:</b></p> <ul style="list-style-type: none"> <li>• How does this relate to me?</li> <li>• What does this remind me of?</li> <li>• What does this make me think about?</li> <li>• How does this idea relate to other ideas in the text and to other texts?</li> <li>• How does this relate to the world?</li> </ul>
<p><b>Respond</b></p> <p>Respond to ideas in the text as you read. Your responses can be personal or analytical in nature. Thoughtful responses will increase engagement and comprehension.</p> <p><b>When responding, ask:</b></p> <ul style="list-style-type: none"> <li>• What is interesting to me and why?</li> <li>• How is the author using language or images in interesting ways?</li> <li>• How do I feel about the ideas here? (link to emotions)</li> <li>• What do I agree or disagree with?</li> <li>• What is the author trying to convince me of?</li> <li>• What facts, data, and other evidence is the author using, and do they persuade me?</li> </ul>	<p><b>Question</b></p> <p>Question both the ideas in the text and your own understanding of the text. Asking good questions while reading will help you become a more critical reader.</p> <p><b>To question, ask:</b></p> <ul style="list-style-type: none"> <li>• What am I confused about?</li> <li>• How would I explain the important ideas?</li> <li>• Do I understand what the author is saying?</li> <li>• Do I understand what the author is doing?</li> <li>• What questions would I like to ask the author?</li> <li>• What does this make me question about my life or world?</li> <li>• What questions do I have about how the author wrote this piece? (writing strategies, style)</li> </ul>

## Writing in the Margins Ideas

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Comprehension Strategy	Nonfiction Text Ideas	Fiction Text Ideas
<b>Visualize</b>	<ul style="list-style-type: none"> <li>• Drawing descriptive words or phrases</li> <li>• Providing visuals or symbols to represent an idea</li> <li>• Illustrating what the author wants the reader to see</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing descriptive words used to describe a character or setting</li> <li>• Illustrating the action taking place, the setting, or a character's characteristics</li> </ul>
<b>Summarize</b>	<ul style="list-style-type: none"> <li>• Summarizing the main idea of the text</li> <li>• Writing the gist of a paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• Recapping the main idea, theme, or lesson conveyed</li> <li>• Describing what the character is doing</li> </ul>
<b>Clarify</b>	<ul style="list-style-type: none"> <li>• Marking the numbers in a sequence or steps in a procedure</li> <li>• Identifying facts and opinions</li> <li>• Finding examples</li> <li>• Detecting the meaning of certain textual features</li> <li>• Defining key words</li> </ul>	<ul style="list-style-type: none"> <li>• Predicting what will happen as a result of an event</li> <li>• Addressing figurative language, parts of speech, and interesting words</li> <li>• Identifying the climactic scene or turning point in the story</li> <li>• Determining motives behind characters' actions</li> </ul>
<b>Connect</b>	<ul style="list-style-type: none"> <li>• Comparing/contrasting two concepts</li> <li>• Identifying cause/effect, problem/solution, compare/contrast, or claim/evidence relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing/contrasting textual elements to those of another text</li> <li>• Connecting to self</li> <li>• Connecting to world events</li> </ul>
<b>Respond</b>	<ul style="list-style-type: none"> <li>• Agreeing or disagreeing with the author</li> <li>• Evaluating evidence that the author is presenting to support claims</li> <li>• Reacting to the author's point of view</li> </ul>	<ul style="list-style-type: none"> <li>• Detailing something that was surprising</li> <li>• Reacting to emotion conveyed and what the author did to convey it</li> <li>• Addressing the tone of the author/character</li> </ul>
<b>Question</b>	<ul style="list-style-type: none"> <li>• What questions would I ask about this topic?</li> <li>• Why did the author write this text?</li> <li>• Do I understand what the author is doing?</li> <li>• Creating leveled questions</li> </ul>	<ul style="list-style-type: none"> <li>• Why did the character make these choices?</li> <li>• Is the setting important in this story?</li> <li>• What challenges are the characters facing?</li> <li>• Creating leveled questions</li> </ul>

## Writing in the Margins Sample

Blog: Mindfulness Meets AVID  
By Kristen Larson, AVID Elective Teacher

*How often are these mindful activities integrated into the class?*

**1** I am proud to say our school district has gone in a holistic direction by investing in our students and staff by hiring a mindfulness specialist. Having this resource has transformed how I approach the classroom, my students, and my life. I had heard of mindfulness and done a yoga class here and there, but I really had no idea what the term actually meant and how powerful it could be. So, I was curious and thought I would see how we, as an AVID class, could tap into this new resource.

**2** At the beginning of the year, my AVID class also started doing something that we termed “Mindful Mondays” with our new mindfulness education specialist, Mary T. Schmitz. She explained to students that: “Mindfulness is approaching our thoughts with kindness and curiosity, so we can choose our behavior.”

**3** Mindfulness allows us to hold space with our thoughts and observe them—to notice what we are thinking and feeling and pause and wait for ourselves to react and to do things on purpose. Our thoughts are often in the past or future, but very rarely in the present moment observing what is going on right here, right now. What this looks like in the classroom started with teaching students how to anchor themselves in their breath and mindfully observe any bodily sensations or stressors that their bodies are carrying and “let them settle.” Mary T. taught them that mindfulness doesn’t take away stress, but it does allow us to see our stress with a different lens and choose our responses instead of immediately reacting. Students have learned how to do a short body scan meditation at their desks to calm nerves before a test or presentation, how to mindfully approach social media and technology, and how to use mindfulness tools to help them sleep better. Students learned that a wandering mind is not something to fight, but merely something to notice and redirect. My students have learned how to approach themselves in a more gentle, calm, and loving manner, through deep breaths, mindful movement, and attention to what goes on in their bodies, both when stressed and relaxed. I have also found my students to be more organized (there’s that O in WICOR), as they take more time to mindfully organize their brains, their planners, and their binders. A calm mind is easier to organize!

*Is this a purposeful connection that is made to organization or does this naturally happen?*

**4** When I have days where I seem to just be waiting for the bell to ring at the end of the day, I have challenged myself with the reminder of: “You don’t get this minute back, so notice it and pay attention to what is going on right now.” I often start my AVID Elective class with the following phrase: “We don’t get these 50 minutes back, so let’s approach them in a way that is with a present mind and absorb all that these minutes have to offer.” I would be lying if I said I am not often looking at the clock and thinking about what I will eat for dinner and what the weekend might hold, or let’s be real...what summer break might feel like. But it’s okay, I can pull my mind back and say, “My mind wandered because that’s what minds do, and I have this moment to begin again.” Each moment is a fresh new start.

*The time between a stimulus and a response is the time we have to choose that response.*

*How much time do we waste on a daily basis?*

Larson, K. (n.d.) Mindfulness meets AVID [Blog post]. Retrieved from <http://avidcollegeready.org/college-career-readiness/2017/3/20/mindfulness-meets-avid.html>

## 5.8 Making Connections

### Student Objective

Students will make connections to a text and extend their thinking to ensure deeper, more relevant comprehension of text.

### Overview

In order for students to become proficient readers, they must make relevant connections to text. Students must learn to have an ongoing conversation with themselves as they engage with a reading. This conversation can include questions, wonderings, and agreements or disagreements with ideas. While making connections to a text, the reader should periodically stop and contemplatively ask “So what?” This strategy allows students to be actively engaged with text for the ultimate purpose of gaining meaning as they read.

### Materials/Set-Up

- Teacher Resource:
  - [5.8a: Making Connections to the Text: So What? Sample](#)
- Student Handout:
  - [5.8b: Making Connections to the Text: So What?](#)
- Text, displayed on a projected screen, as well as individual copies for students

### Instructional Steps

- Select a text for students to work with to make connections.
  - This text can be content-based, from English language arts, science, math, social studies, etc.
- Have students number the paragraphs and read the text.
- Instruct students to note any connections that they make to the text by writing in the margins or utilizing sticky notes. Ask students what this section reminds them of or makes them think about in relation to the content.
- Model in two-column notes on chart paper or via a document camera and ask students to share their connections as you record. See [Teacher Resource 5.8a: Making Connections to the Text: So What? Sample](#).
- Ask students: “So what? Why did you write this connection? What does it mean? What is your thinking?”
- Direct students to reread their connections and the related text. As they read, they should ask themselves “So what?” and record their related thoughts on [Student Handout 5.8b: Making Connections to the Text: So What?](#)
- As students work, circulate the room, taking note of what students are writing. Ask probing questions of students that will deepen their thinking.



- Allow time for students to reflect on this strategy by responding to the following questions:
  - How did the use of the “So what?” strategy help improve my understanding of what I was reading?
  - What is my plan for using the “So what?” strategy with other texts and in other classes?

### Extension

- To increase rigor, focus on one specific reading strategy that may be used with the text—such as visualizing, summarizing, clarifying, responding, or questioning—by adding a third column to the chart.
- To increase scaffolding, allow students to work with a partner or in small groups to complete the “So what?” chart, discussing each connection.



## Making Connections to the Text: So What? Sample

Name: Robert Subject: English Date: October 21

Write the connections that you made to the text in the left column. Think about each connection. Then ask yourself “So what? Why did I write this? How does this connection bring meaning to what I am reading?” and write your responses in the right column.

Title of the text: The Adventures of Tom Sawyer

Connections to the Text	So What?
<p><i>“The old lady pulled her spectacles down and looked over them about the room; then she put them up and looked out under them. She seldom or never looked through them for so small a thing as a boy.”</i></p>	<p><i>I was confused about the word “spectacles” at first, but now I understand it is glasses because she looks through them. This reminds me of shows I have seen that have librarians with these kinds of glasses. It makes me think of someone who is strict.</i></p>
<p><i>“Within two minutes, or even less, he had forgotten all his troubles. Not because his troubles were one whit less heavy and bitter to him than a man’s are to a man, but because a new and powerful interest bore them down and drove them out of his mind for the time.”</i></p>	<p><i>This part makes me think of how I like to find something new and different to do when I am worried about something. I sometimes like to draw or listen to music to take my mind off my worries.</i></p>
<p><i>“This boy was well dressed, too—well dressed on a week-day. This was simply astounding. His cap was a dainty thing, his close-buttoned blue cloth roundabout was new and natty, and so were his pantaloons. He had shoes on—and it was only Friday. He even wore a necktie, a bright bit of ribbon.”</i></p>	<p><i>This part is descriptive about the kind of boy that Tom meets. It makes me think of someone dressed up for a show or fancy event. I think I can understand how Tom would feel because I have felt this way when I wore jeans to an awards ceremony at school.</i></p>
<p><i>“Saturday morning was come, and all the summer world was bright and fresh, and brimming with life. There was a song in every heart; and if the heart was young the music issued at the lips. There was cheer in every face and a spring in every step.”</i></p>	<p><i>This part reminds me of summertime, when we don’t have to go to school. The day seems new, and I just want to be outside playing and exploring with my friends. It is a happy feeling.</i></p>

## Making Connections to the Text: So What?

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Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Write the connections that you made to the text in the left column. Think about each connection. Then ask yourself "So what? Why did I write this? How does this connection bring meaning to what I am reading?" and write your responses in the right column.

Connections to the Text	So What?

## 5.9 Close Reading

### Student Objective

Students will participate in multiple readings of a complex text to deepen comprehension and develop critical thinking skills.

### Overview

Close reading expects the reader to interact with text using critical thinking, going beyond a surface-level understanding. Students are asked to focus on text-dependent questions that can only be answered by referring to the text, relying very little on prior knowledge or personal connections to the content. This strategy requires multiple readings, with students looking at the selected passage through a different lens each time they engage with the text. The first reading focuses on what the text says, the second reading emphasizes the way the text works, and the third reading requires the reader to analyze, compare, connect, or think about implications of the content presented in the text.

### Materials/Set-Up

- Teacher Resources:
  - [5.9a: Text-Dependent Questions](#)
  - [5.9b: Close Read With Text-Dependent Questions Sample](#)
  - [5.9c: Close Reading Plan](#)
- Text, displayed on a projected screen, as well as individual copies for students

### Instructional Steps

- Review Teacher Resources 5.9a–c: [Text-Dependent Questions](#), [Close Read With Text-Dependent Questions Sample](#), and [Close Reading Plan](#).
- Select a short, complex text related to the current unit of study to model the lesson. Each student should have an individual copy of the text to allow them to mark it freely and write in the margins.
- Explain to students that the text will be read multiple times with a different focus during each read:
  - First read: What does the text say?
  - Second read: How does the text work?
  - Third read: What does the text mean?
- Limit pre-reading activities, such as detailed previewing of the text or in-depth vocabulary instruction. Use appropriate judgment to scaffold frontloading of the text’s context based on students’ support needs. Students should confront some challenges when interacting with complex texts.





- Read aloud the text or parts of the text to teach the close reading process. Model the steps with students. For example:
  - First read: Read the text aloud and discuss what the text says. Discuss or complete a quickwrite of the text's gist as a whole or by paragraph.
  - Second read: Reread the text and, through a think-aloud, share evidence that demonstrates the author's purpose. Mark these items in the text.
  - Third read: Reread the text and, again through a think-aloud, share how the text relates to other topics of study. Discuss how the information has changed or extended prior knowledge around the selected topic of study.

### Extension

- To increase rigor, present increasingly complex texts that include layered meanings to be discovered by making inferences or texts with interesting vocabulary and figurative language for students to analyze.
- To increase scaffolding:
  - Chunk segments for close reading into sections.
  - Allow students to work in groups to close read and mark the text.

## Text-Dependent Questions

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### Word

- Why does the author say/use [word choice] to illustrate their opinion/proposition/main idea/assertion?
- How does the author’s word choice affect the mood or tone of the reading?
- What are some examples?



### Sentence

- Which sentence supports the author’s position/main idea the best?
- Why does the author choose the first/last sentence to open or close the reading?
- What does the author mean by...?



### Paragraph

- Why does [the author] use statistics/quotations/anecdotes/data to support their proposition/main idea?
- Which paragraph has the most impact or leaves the strongest impression? Why?



### Segments

- How does this segment connect to the author’s purpose or the overall meaning of the text?
- Which segment of the text is the most important, and why? Justify your answer.



### Entire Text

- What is the position/main idea/proposition of the author? What evidence is given?
- How does the title connect to the main idea or author’s proposition?
- Why does the author use this organizational pattern to communicate their position/main idea/assertion?



### Across Texts

- How does this text relate to other ideas or concepts that we are learning/have learned in this class or another?
- How does this text build or add to our knowledge of...?

## Close Read With Text-Dependent Questions Sample

The text excerpt below is from President John F. Kennedy's inaugural address.

1. ...We observe today not a victory of party, but a celebration of freedom—symbolizing an end, as well as a beginning—signifying renewal, as well as change. For I have sworn before you and Almighty God the same solemn oath our forebears prescribed nearly a century and three-quarters ago.
2. The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe—the belief that the rights of man come not from the generosity of the state, but from the hand of God.
3. We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans—born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage, and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.
4. Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and the success of liberty.
5. This much we pledge—and more.

First read: What does the text say?
Who is speaking in this text? Where did this speech take place?
Summarize what the speaker is conveying in this speech.
What key ideas are discussed in this excerpt?
Second read: How does the text work?
What words or phrases in the text tie the past with the present?
What does the speaker mean in the first sentence of paragraph one: “We observe today not a victory of party but a celebration of freedom—symbolizing an end, as well as a beginning—signifying renewal, as well as change”?
How does Kennedy’s choice of words persuade the audience? Provide examples from the text.
Third read: What does the text mean?
What is President Kennedy’s main message in this excerpt?
Do President Kennedy’s words inspire you as the reader? How so?
Does this excerpt remind you of another text, current event, or supporting idea?

## Close Reading Plan

First read: What does the text say?	
Skills	Text-Dependent Questions
Notice key details.	What important ideas are presented in the text?
Identify the main idea.	What is the main idea of the text? What are some supporting details?
Summarize and retell.	How would you retell the story to a partner?
Answer and ask questions.	Who...? What...? When...? Where...? Why...? How...?
Second read: How does the text work?	
Skills	Text-Dependent Questions
Notice word choice.	How does the word choice affect the meaning of the text?
Examine text's features.	How do the features of the text help the reader understand?
Study text's structure.	What can the reader expect based on the text's structure?
Analyze the author's purpose.	Why did the author write this? What is the author's purpose?
Third read: What does the text mean?	
Skills	Text-Dependent Questions
Make an inference.	What is the theme or main message?
Synthesize information.	What can you gather from the text?
Make a connection.	What does this text remind you of? What connections can you make?
Give an opinion.	What claim can you make about a passage in the text? What evidence would support this claim?

## Post-Reading

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Learning is extended when a student is able to apply and utilize the information gleaned from the text, whether transforming knowledge into a product or constructing an artifact displaying understanding. According to Fisher and Frey (2014), “Learners need the space, opportunity, and time to interact with texts, concepts, and one another in order not only to create products that reflect their knowledge of the content presented, but also to demonstrate how they have transformed that knowledge by making it their own” (p. 140). The most significant indicator of the acquisition of new knowledge is not a passing grade on an assessment but the integration of new knowledge into a student’s schema, a framework that is to be built upon in future learning scenarios.

## 5.10 Summarizing

### Student Objective

Students will shorten and synthesize the information presented in a text that communicates the gist or main idea.

### Overview

Summarizing occurs when a reader synthesizes the important details of a work into a concise verbal or written product that presents the author's purpose or the text's events in a sequential manner. Summarizing supports a student's comprehension and their ability to retain important information and meaning from the text. Teachers can use written and verbal summarization as a formative assessment of a student's ability to recall important information.

### Materials/Set-Up

- Student Handouts:
  - [5.10a: Using a Graphic Organizer to Summarize Nonfiction](#)
  - [5.10b: Summarizing Nonfiction Text](#)
  - [5.10c: Story Chart](#)
- Text, displayed on a projected screen, as well as individual copies for students

### Instructional Steps

- Explain to students that when readers strive to determine the gist or main idea of a text, they focus on finding the most important information and synthesizing that information in their own words, either verbally or in writing.
- Differentiate between *summarize* and *paraphrase*:
  - Summarize: To give a shortened version of something that has been said or written, stating the main points. The goal is to chronicle the author's point of view.
  - Paraphrase: To restate something using other words in order to make it simpler or shorter. The goal is to rephrase what the author has said.
- Model this process for students by thinking aloud the process of summarizing using a piece of familiar text.
- Decide whether you'll utilize a nonfiction or fiction text.

### Nonfiction

- Using a short nonfiction text, have students complete a close read. During the first read, students should focus on getting the gist and then determine the main idea (informational text) or author's claim (persuasive/opinion text).
- Model for students the process of determining the main idea or author's claim, focusing on the title, headings, introduction, author's language, and concluding paragraph.



- Have students look for and underline related topic sentences that support the main idea or author’s claim. Direct them to chunk the text into manageable sections.
- Ask students to circle any key terms, phrases, or ideas that should be included in the summary.
- Instruct students to use [Student Handout 5.10a: Using a Graphic Organizer to Summarize Nonfiction](#) to gather notes to support their writing of the summary.
- Let students know that [Student Handout 5.10b: Summarizing Nonfiction Text](#) can be used to support their construction of the summary paragraph.

### Fiction

- Using a short fiction text, have students read the selection two times: once to get the gist and once to determine the main idea or theme.
- Model for students the process of circling the names of important people/places and underlining descriptions of people/places as well as the key elements of the plot: conflict, details, resolution. Think aloud throughout the process.
- Use [Student Handout 5.10c: Story Chart](#) to model for students how to gather and record the main ideas and important information from the text according to the following elements:
  - Somebody: The main character
  - Wanted: The character’s goal
  - But: The conflict or problem interfering with the character’s goal
  - So: The character’s attempt to solve the problem
  - Then: The resolution or nonresolution of the problem

### Extension

- To increase scaffolding:
  - Use academic sentence frames to support students’ writing:
    - In this section, [author] [presents, defines, contrasts, etc.] and then proceeds to show that [evidence from text to support claim].
  - Chunk text into smaller, more manageable sections to process.
  - Provide students with a partially completed Story Chart handout.

## Using a Graphic Organizer to Summarize Nonfiction

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Using key information from your marked text, record your ideas in the grid below to prepare for writing a summary paragraph.

Title of text: \_\_\_\_\_

Author(s): \_\_\_\_\_ Type of text (essay, article, manual, etc.): \_\_\_\_\_

Topic or main idea: \_\_\_\_\_

	Topic Sentence From the Text	Key Words or Ideas	What is the author saying? (paraphrase)
Paragraph or Chunk #1			
Paragraph or Chunk #2			
Paragraph or Chunk #3			
Paragraph or Chunk #4			
Paragraph or Chunk #5			
Paragraph or Chunk #6			

Using the information in the second and third columns of the grid, develop a summary paragraph, putting the information in the same order as in the original text. Use transition words between sentences so that the summary is cohesive.





## Story Chart

**Name:** \_\_\_\_\_ **Subject:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Using key information from your marked text, fill in the boxes below before completing a summary.

Title of the text: \_\_\_\_\_

Author: \_\_\_\_\_ Type of text (essay, short story, novel, etc.): \_\_\_\_\_

Key Information	Notes
<p><b>Somebody</b> Who is the main character in the story?</p>	
<p><b>Wanted</b> What is the main character's goal?</p>	
<p><b>But</b> What is the conflict or problem getting in the way of the character's goal?</p>	
<p><b>So</b> How did the character try to solve the problem?</p>	
<p><b>Then</b> What was the resolution?</p>	

**Summary:**

## Vocabulary Building

Critical reading strategies support comprehension in addition to expanding academic language vocabulary. Many students in our classrooms struggle to draw inferences from text due to the complex knowledge that is needed to unlock the meaning the author is attempting to convey through certain vocabulary words. As noted by Fisher, Frey, and Hattie (2016), “Learning a new word requires not just exposure, but also repetition, contextualization, and authentic reasons to use the terminology in discussion, reading, and writing” (p. 50). Marzano, Pickering, and Pollock (2001) suggested following a five-step process for teaching new terms and phrases: present a brief explanation or description of the term, present a nonlinguistic representation, ask students to generate their own explanation of the term, ask students to create their own nonlinguistic representation, and periodically ask students to review the accuracy of their explanation and representations (pp. 128–129). Vocabulary building based on these recommendations can be integrated into classroom instruction to support the learning needs of all students.

Included in this section are AVID strategies that scaffold vocabulary building to help students unlock the meaning of words, in turn building comprehension of content and allowing students to access word meanings for application and future use.

## 5.11 Concept Mapping

### Student Objective

Students will map key words and concepts to support comprehension of a text.

### Overview

Concept mapping allows students to graphically map a word or concept and provides support to the reader as a tool for comprehension of a text. The concept map may be revisited while reading to scaffold understanding. Vocabulary mapping departs from memorizing words, instead asking students to provide graphic depictions that enhance understanding of the concepts denoted by words.

### Materials/Set-Up

- Teacher Resource:
  - [5.11a: Vocabulary/Concept Map Sample](#)
- Student Handout:
  - [5.11b: Vocabulary/Concept Map](#)
- Vocabulary list relating to the text or concept being studied
- Projection screen

### Instructional Steps

- Select key words or concepts that are important for students to understand about the text or topic. For example, “interdependence” may be a word to introduce before reading the novel *The Giver* by Lois Lowry. Consider choosing overarching concepts to be considered in reading the text or vocabulary that can be encountered across multiple texts by mature readers (e.g., analyze, perceptions, obvious, establish).
- Project [Teacher Resource 5.11a: Vocabulary/Concept Map Sample](#) to the class to provide an example for students.
- Using [Student Handout 5.11b: Vocabulary/Concept Map](#), have students begin a graphic organizer that analyzes the words or concepts selected for the lesson. Areas on which to focus include the following:
  - What the word/concept means
  - What the word/concept can be compared to
  - What the word/concept can be contrasted with
  - Examples of the word/concept
  - Pictures that illustrate the meaning of the word/concept
- Analysis of the word or concept done prior to reading may include predictions of the definition and comparisons/contrasts. Notes can be layered on the graphic during or after reading to include revisions of prior thinking, examples from the text, and illustrations.
- Have students post concept maps in the classroom or keep them in their notebooks for easy studying access or to be referenced in other lessons. Words chosen for this strategy should be words that students are likely to encounter in multiple texts, current events, real-life situations, etc.



## Extension

- To increase rigor:
  - Differentiate levels of words/concepts for students based on instructional levels, providing advanced students with more challenging words/concepts.
  - Give students several words/concepts to work with at the same time. Challenge students to illustrate how the concepts are interconnected and how they relate to the topic being studied.
- To increase scaffolding, model the strategy with the whole group or allow students to work collaboratively.
- To integrate technology, encourage students to create a bank of concept maps using PowerPoint or Prezi to be presented to classmates or shared through a platform such as Google Drive.



# Vocabulary/Concept Map Sample

Name: Elaine Subject: English Date: January 11

**Word/Concept:**

## *Interdependence*

Definition or prediction of definition:

*Relying on each other for support or survival*

Compare to (synonyms)	Contrast with (antonyms)
<p><i>Reliant</i></p> <p><i>Alliance</i></p> <p><i>Associate with</i></p> <p><i>Connection</i></p>	<p><i>Opposition with</i></p> <p><i>Separation</i></p> <p><i>Disconnected</i></p> <p><i>At odds with</i></p>
Examples (from life or reading)	Pictures/Symbols
<p><i>“Fours, Fives and Sixes all wore jackets that fastened down the back so that they would have to help each other dress and learn interdependence”</i> (Ch. 6, <i>The Giver</i>)</p>	

## Vocabulary/Concept Map

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Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

**Word/Concept:**

**Definition or prediction of definition:**

**Compare to (synonyms)**

**Contrast with (antonyms)**

**Examples (from life or reading)**

**Pictures/Symbols**

## 5.12 Three-Column Notes for Vocabulary

### Student Objective

Students will use three-column note-taking strategies to organize their thinking and learn new vocabulary.

### Overview

The three-column note-taking strategy is helpful to organize thinking and provide a format to record textual evidence and personal connections. Using this note-taking format is effective for learning vocabulary by integrating visuals and recording understanding for use as a study tool.

### Materials/Set-Up

- Teacher Resource:
  - [5.12a: Vocabulary Three-Column Notes Sample](#)
- Selected text, as well as a list of targeted vocabulary from the text

### Instructional Steps

- From a selected text, determine 5–10 words that are important to the overall narrative of the text but might present initial comprehension difficulties for students.
- Instruct students to write the prearranged list of targeted vocabulary words in the left-hand column of their notes. [Teacher Resource 5.12a: Vocabulary Three-Column Notes Sample](#) can be reviewed with them, as well, if a reference point is needed from the outset.
- Have students write the sentence or phrase in which the word is found as they read through the text. It is helpful to provide students with the page and/or paragraph number where the word can be found to alert the student to the vocabulary word.
- Students should then circle the targeted vocabulary word in the sentence and take note of how the word is used in context.
- Ask students to identify the part of speech, write it underneath the word in the left column, and then draw a box around word parts within the word (i.e., prefix, suffix, root word) to help them determine its meaning.
- Students should then refer to the middle column and underline any context clues that may help them determine the word's meaning.
- Instruct students to write a “best guess” definition underneath the sentence in the middle column based on context clues, word parts, and prior knowledge.
- Students are to continue this process until all targeted words from the text have been examined.
- Pair students together to share their best-guess definitions with each other and make modifications to existing definitions.
- Discuss the definitions as a whole group to ensure all students have the correct definitions. Students should write the class definition for each word in the middle column underneath their initial definition, comparing it to this previous definition. Then, they should cross out any incorrect information from their original guess.








- If students continue to have questions about the word or how it is used, these questions can be added underneath the word in the left column, leaving space for the answer to be added later.
- In pairs, have students create pictures or symbols to represent each word and write an original sentence using the word in the correct context, placing this information in the right column.
  - English Language Learners may place the cognate (i.e., the word in their native language that has a similar meaning to the selected word) in the right column to support their understanding.
- Encourage students to use this chart as a study guide for assessments or as a support tool for comprehending text.

### Extension

- To increase rigor:
  - Include an Essential Question focusing on the importance of vocabulary acquisition and ask students to write a summary with a reflection on personal understandings of word meaning.
  - Allow students to self-select vocabulary words as they read the text and complete the chart independently.
- To increase scaffolding:
  - Have students work in small groups to create the chart together, chunking each section into manageable parts.
  - Give students a partially completed chart and have them complete the missing sections.

## Vocabulary Three-Column Notes Sample

Examine the following vocabulary notes for words from an essay by Richard Rodriguez entitled “Aria: A Memoir of a Bilingual Childhood.”

<b>Vocabulary Notes</b> <b>Essential Question:</b> How does learning vocabulary help me understand what I am reading?		
<p><b>stray</b> (adj.)</p> <p><i>Why are the words lost?</i></p> <p><i>I don't get it.</i></p>	<p>“I remember...when I first entered a classroom—able to <u>understand</u> about <u>fifty</u> stray English words.”</p> <p><b>My best-guess definition:</b> words I don't understand</p> <p><b>Our class definition:</b> something that has lost its way or that is disconnected or unrelated</p>	<p><b>perdida</b></p>  <p>When I found a <u>stray</u> dog in our neighborhood, I put a leash on him and then knocked on doors to look for his owner.</p>
<p><b>scheme</b> (noun)</p> <p><i>Is a scheme a good thing or a bad thing?</i></p>	<p>“Now, many years later, I hear of something called ‘bilingual education’ —a <u>scheme</u> proposed in the late 1960s by Hispanic-American social activists...”</p> <p><b>My best-guess definition:</b> a program to improve social conditions</p> <p><b>Our class definition:</b> a plan or a plot; a visionary program</p>	<p><b>plan, proyecto, idea</b></p>  <p>Our <u>scheme</u> to make more money was to sell our old toys we didn't play with anymore.</p>
<p><b>effusive</b> (adj.)</p> <p><i>Are you always happy and friendly if you are effusive?</i></p>	<p>“...my father was <u>not shy</u> whenever I'd watch him <u>speaking</u> Spanish with <u>relatives</u>. Using Spanish, he was quickly <u>effusive</u>”</p> <p><b>My best-guess definition:</b> very friendly</p> <p><b>Our class definition:</b> pouring out, overly expressive</p>	<p><b>efusivo</b></p> <p>My friend's <u>effusive</u> greeting made everyone feel very welcome in her home.</p> 
<p><b>Summary</b></p>	<p>I will be able to use the words <u>stray</u> (lost) and <u>effusive</u> (expressive) to describe nouns. If a stray pet finds its family, I am sure it would be very effusive in its greeting. Scheme is a noun, and I think I will be able to use it when I am describing a plan or project that needs to be completed. I am still not sure if schemes are good or bad things. I think if a money-making scheme cheats people, then it is bad, but if a scheme to make money works and doesn't hurt anyone else, then it is a positive thing.</p>	

## 5.13 Context Clues

### Student Objective

Students will use context clues to determine the meaning of vocabulary words.

### Overview

Context clues assist readers in making intelligent guesses about the meaning of new words within a text. If a good reader becomes confused while reading and there is an interruption in comprehension, they will pause and self-correct. The meaning of an unfamiliar word can often be determined from the surrounding text. To assist students in becoming more proficient readers, educators can be explicit about how to use context clues to self-correct and promote comprehension.

### Materials/Set-Up

- Teacher Resource:
  - [5.13a: Examples of Context Clues](#)
- Chart paper or projection screen

### Instructional Steps

- Explain to students that readers often encounter unfamiliar words. Looking up each unfamiliar word as reading occurs hinders comprehension. Proficient readers use clues within the text to determine meaning and make sense of the text. This strategy involves using context clues when reading.
- Have students take notes on [Teacher Resource 5.13a: Examples of Context Clues](#). Begin by focusing on only a few types of context clues and add to the chart as students begin to become confident with each example. Display examples on chart paper or a projection screen for students to reference. Students should add their own examples to the chart as they encounter them in a text.

### Extension

- To increase rigor:
  - Have students create three-column notes within an interactive notebook to provide examples of how a reader can use context clues. The columns should include an example from a self-selected text, the name of the context clue type, and the definition of the word.
  - Encourage students to include specific examples of context clues in their own writing.
- To increase scaffolding, teach fewer types of context clues, providing targeted, specific examples in short texts.

## Examples of Context Clues

<b>Definitions/ Descriptions</b>	<p>Often, a sentence will contain the actual definition of the word.  <i>People who suffer from <u>acrophobia</u>, or fear of heights, should not climb mountains.</i>                      The exact definition of “acrophobia” is given in the sentence.</p>
<b>Examples/ Illustrations</b>	<p>A sentence may provide information that helps the reader visualize and understand the word, even if the exact definition is not stated.  <i>Being outside in January weather can be <u>frigid</u>. My hands, nose, and ears feel like they are covered in icicles.</i>                      The reader can picture “frigid” from these sentences. It must mean very cold based on what is visualized when these sentences are read.</p>
<b>Logic</b>	<p>Prior knowledge may help the reader with an unknown word.  <i>The <u>languid</u> cat had not moved from her spot on the rug by the fireplace the entire winter day.</i>                      Knowing that it is comfortable and cozy by a fireplace during cold weather and knowing how cats behave helps the reader understand that the word languid means not exerting physical movement, or being slow and relaxed.</p>
<b>Comparisons/ Contrasts</b>	<p>Sometimes, an unknown word is used in a comparison (synonym) or a contrast (antonym) to a word that is already known or explained in a sentence.  <i>Mr. Johnson is often <u>gregarious</u> at large parties, but he is also known to enjoy quiet alone time at home.</i>                      The meaning of “gregarious” must be the opposite of being quiet and alone.</p>
<b>Latin and Greek Word Parts</b>	<p>Word parts such as prefixes and suffixes provide clues about unfamiliar words.  <i>These days, it is a real benefit to be <u>multilingual</u> in the business world.</i>                      The prefix <i>multi-</i> may remind students of the word “multiple,” so that is a clue that the word has something to do with many of something. The word part <i>-lingual</i> sounds like the word “language.” When these clues are put together, the unfamiliar word means knowing multiple languages.</p>
<b>Punctuation</b>	<p>Commas, dashes, parentheses, and semicolons can give information about an unfamiliar word. Punctuation can show readers that the author is providing a definition.  <i>The determination of a physical characteristic like eye color is the result of a <u>polygenic</u>, multiple genetic, influence of human development.</i>                      A semicolon, used to connect two related sentences, can be helpful to explain a word or an idea from the first sentence.  <i>Bailey’s behavior can be very <u>erratic</u>; one minute she is a sweet and loving child, and the next minute she is nothing but trouble.</i>                      By focusing on the second sentence, the reader can see that “erratic” means often changing.</p>
<b>Grammar</b>	<p>Knowing the part of speech of an unfamiliar word can tell us how the word is being used in the sentence.  <i>My opponent’s argument was so <u>fallacious</u>, it is hard to believe any reasonable person could follow his line of reasoning.</i>                      The word “fallacious” is used as an adjective to describe the argument. This helps the reader focus on how the argument may be described by making this statement.</p>
<b>Clues From Words in a Series</b>	<p>A sentence may give us information about a word because of its association in a series of more familiar words.  <i>The hero showed that he was <u>virtuous</u>, kind, and honorable.</i>                      By viewing the word “virtuous” in a series of familiar words, a reader can determine that the word must mean having high morals.</p>
<b>Cause/Effect</b>	<p>Understanding that an outcome or result of a situation has happened because of a certain reason can give us clues about an unfamiliar word.  <i>There was broken glass all over the street, so the children could not ride their bikes without getting a <u>punctured</u> tire.</i>                      Recognizing that one part of the sentence is a result of another helps the reader understand the meaning of “punctured.”</p>

## 5.14 Total Physical Response

### Student Objective

Students will use language and physical response to support the understanding of vocabulary and concepts.

### Overview

This strategy supports vocabulary and language development through listening and physical movement. Total physical response creates a brain link between speech and action to enhance language and vocabulary development. This process replicates the process children use to acquire language, allowing students to learn vocabulary in an enjoyable, low-stress way. This strategy is especially helpful for language acquisition by English Language Learners.

### Materials/Set-Up

- Vocabulary list relating to the text or concept being studied
- Chart paper or projection screen

### Instructional Steps

- Introduce the selected vocabulary words to students by saying each word.
- Use gestures, facial expressions, and movements to introduce words. Body movements should illustrate the meaning of the word.
- Have students replicate the body gestures that were modeled to illustrate the meaning of the word as the word is said out loud.
- Write the word on chart paper or project it via a screen for students to see as each word is illustrated through movement. This will connect the written word with the motion attached to the word.
- Revisit the words often by having students act out words for classmates.

### Extension

- To increase rigor:
  - Allow students to create their own physical response to a word or concept to share with the class.
  - Encourage students to tell a story with the vocabulary words, including the gestures for each word as they are used in the story.
- To increase scaffolding, include props and pictures to further clarify the meanings of words.
- To integrate technology, the movements for each vocabulary word can be recorded so that students have an additional means of reviewing their vocabulary.



CHAPTER SIX

# Student Empowerment



Visit the *AVID Bridges to Success* webpage on MyAVID for additional materials and resources.



## Chapter Outline

### Student Engagement

- 6.1: Confidence Through Passions and Strengths
- 6.2: SLANT Poster Contest
- 6.3: Talk Like the Academics
- 6.4: Creating a Family Atmosphere

### Student Ownership of Learning

- 6.5: Conflict Resolution
- 6.6: Utilizing Growth Mindset Language
- 6.7: Mindfulness and Well-Being
- 6.8: Student-Led Best Work Presentations

### College and Career Readiness

- 6.9: Career Awareness
- 6.10: Test-Taking Strategies





## Student Empowerment

Empowerment gives students the ability, authority, and agency to make decisions concerning their own learning path and environment and can be a key motivator for students as they progress in their learning. Educators must help students find their voice to empower them to build personal and academic confidence. This confidence will help students to advocate for themselves and better control their college and career opportunities. According to the Great Schools Partnership (2013), the concept of student voice “refers to the values, opinions, beliefs, perspectives, and cultural backgrounds of individual students and groups of students in a school, and to instructional approaches and techniques that are based on student choices, interests, passions, and ambitions.” Educators are in a unique position to nurture every student’s belief in their own capability and competence to make decisions to positively impact their lives.

Building an environment of trust, respect, and high expectations supports and leads to the self-empowerment of students. Cummins (2001) stated, “Educators individually and collectively have the unique potential to work toward the creation of contexts of empowerment. Within these interpersonal spaces where identities are negotiated, students and educators together can generate power that challenges structures of inequity in small but significant ways” (p. 653). Student empowerment is fostered through an atmosphere of mutual respect between all stakeholders, validation of personal preferences and goals, and a focus on a genuine belief in the potential for student success.

Student empowerment supports and leads to student success. Research has shown that students who felt a sense of being highly empowered reported better grades, fewer behavioral incidents, increased extracurricular participation, and higher educational aspirations than students who were less empowered (Kirk, Lewis, Brown, Karibo, & Park, 2016). Positive, supportive relationships among students and educators—educators who have a sincere belief in their students—create an atmosphere of enablement for students to make decisions that lead to self-confidence and personal success. This chapter will provide a variety of resources for educators to use to promote self-advocacy, prepare for a successful learning experience, develop a growth mindset, and strengthen student voice to prepare students to be college- and career-ready.

By the end of this chapter, the reader will be able to:

- Develop a growth mindset in students.
- Construct a support system of educators and families for students in their classes.
- Create a welcoming classroom environment of comfort, energy, acceptance, and excitement.
- Engage students in creating and monitoring the expectations and norms for the classroom.
- Teach students to identify the strategies and skills that successful learners inherently employ.
- Develop students’ ability to self-advocate and become responsible for their own learning.
- Create a college-going culture within the classroom and school.

## Student Engagement

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Student engagement is heightened when the learning environment captures student attention, cultivates curiosity and interest, and promotes a sense of optimism while tapping into a student's passion. Jackson and Zmuda (2014) pointed out that compliance by students does not help them meet the demands of rigorous standards or allow them to take what is learned and apply it to their lives. Real student engagement involves providing clarity about learning goals, context so that students can make learning relevant to their own lives, a classroom culture that demonstrates just how invested the educator is in the students' learning process, and appropriate challenge in order for students to find real meaning in their learning through grit and persistence.



## 6.1 Confidence Through Passions and Strengths

### Student Objective

Students will boost confidence by being mindful of personal passions and strengths acquired.

### Overview

Two important factors in building confidence are recognizing personal passions and strengths and taking time to work on them. Nurturing those passions and strengths increases motivation to improve and take on challenges in pursuit of success.

### Materials/Set-Up

- Student Handout:
  - [6.1a: Building Confidence Through Passions and Strengths](#)
- Poster paper

### Instructional Steps

- Give a large sheet of poster paper to small groups of three or four students.
- Students should create a T-chart on the paper, writing “Passions” for the title of the first column and “Strengths” for the second one.
- Students will then do a silent brainstorm. A silent brainstorm includes all students writing at the same time without talking.
- Give the groups two minutes to brainstorm passion and strength characteristics.
- When the two minutes are up, have students talk about what they wrote.
- Next, instruct the groups to create a written summary of the brainstorm.
  - The summary should be 10 words or less.
- Have some groups share out.
- Provide the class with [Student Handout 6.1a: Building Confidence Through Passions and Strengths](#) to help them start thinking about personal passions and strengths.
- Have students share their answers from the handout with a partner.
- Hand out a piece of paper to each student to create a mini poster. The mini poster should include the student’s first name and their personal strengths and passions.
- Students should use bubble letters and, inside of each bubble letter, draw pictures, symbols, or words to represent personal strengths or passions.
  - For example, if the first letter of the student’s name is S and playing soccer is a personal passion of theirs, they could draw soccer balls within the bubble letter.
- Students continue with this process for all of the letters of their first name.

## Extension

- To increase rigor, challenge students to think about how each of their classmates' strengths contribute to the success of the class as a whole. Then have students write comments on others' posters. This can be set up like a gallery walk, with each student writing on each classmate's mini poster, which can help increase students' confidence and relational capacity.
- To integrate technology, students can create a digital poster.





## 6.2 SLANT Poster Contest

### Student Objective

Students will understand the importance of **SLANT** (**S**it with proper posture, **L**ean forward and listen, **A**sk pertinent questions, **N**od your head “yes” or “no,” **T**alk with your teachers) inside and outside of the classroom.

### Overview

SLANT identifies appropriate classroom behaviors and is used in many classrooms. It is effective because it identifies five key behaviors that will allow students to be successful and absorb the most information. SLANT is a tool that allows students to create habits that can be used positively in different environments. It is important to give students a real purpose for this strategy. The behavior associated with SLANT is that of successful college students and the workforce.

### Materials/Set-Up

- Sticky notes
- Poster paper
- Markers or colored pencils

### Instructional Steps

- Poll students on how familiar they are with the SLANT acronym.
- Write the acronym “SLANT” on the whiteboard. Tell students that SLANT is an acronym used in the classroom to help create a better learning environment for all students.
- Give each student a sticky note and have them write “SLANT” on it. Challenge the students to figure out what each letter in the acronym means.
- Have students share their created acronym with two or three peers and create a group SLANT acronym. Groups should then share out their acronyms.
- Write the explanations for each letter of SLANT on the whiteboard. Students should then compare their group’s acronym with AVID’s SLANT acronym.
- Read through the SLANT acronym out loud and have students explain and demonstrate the strategy.
- After students have a handle on how SLANT works, group them into dyads or triads and have them brainstorm a list of places outside the classroom where demonstrating SLANT would be important.
  - For example, the SLANT strategy could be effective in a city council meeting, as members and participants strive to have the meeting run efficiently.



- Provide each group with a sheet of paper and have them write all of their names at the top, followed by their brainstorming ideas. Then, have groups appoint one person to share out their three best ideas. As ideas are shared, record them on the whiteboard.
- Provide instructions to students for preparing their posters. The posters should include the following:
  - A title, noting the location where SLANT is happening
  - A detailed picture or drawing of what SLANT looks like in that setting outside of the classroom
  - The SLANT acronym
  - An explanation of why SLANT is important in that setting
  - Creativity and color so that the poster stands out
- Conduct a poster contest, which can simply be an assignment, or alternatively, a genuine contest with prizes of the teacher's choice.
- Completed posters can be displayed around the classroom or school.

### Extension

- To increase rigor, allow students to teach others about places where SLANT happens outside of the classroom.
- To increase scaffolding, provide a list of places where you have seen SLANT happening before having students brainstorm about the topic.
- To integrate technology, students can use poster apps or websites to create a digital poster.

## 6.3 Talk Like the Academics

### Student Objective

Students will understand that different content areas use specific academic language and be able to use content-area academic language with the support of academic language scripts.

### Overview

Language-rich classrooms are environments that provide students with access to a wide variety of content-specific written language—both on the walls and in student resources. By creating a language-rich environment, teachers support their students’ academic language development and provide a welcoming and comfortable environment.

### Materials/Set-Up

- Student Handout:
  - [6.3a: Academic Language Scripts](#)

### Instructional Steps

- Give each student a sheet of paper and pencil, and ask them to draw a picture of a person in the specified content area.
  - For instance, students would draw a scientist in science class, a mathematician in math class, and an artist in art class.
- Once students have drawn their content-area person, have them surround the drawing with some phrases or words that a person in that field would use.
  - Students may use vocabulary words from current lessons to come up with some phrases or sentence frames that a person in that field might use. Students should also use content-area-specific sentence starters, such as: “I observed...,” “My hypothesis is...,” or “I conclude that...”
  - For example, a phrase added for a scientist might be, “I observed that the amount of light given to the Elodea plant affected how fast it grew.”
- Have students share out some examples in small groups and then with the larger group.
- Have students discuss in pairs or small groups some examples of where else in their life the type of language that they use matters.
- Explain to students that in any content area, the type of language used is vital to understanding the larger topic area and having productive intellectual discussions.
- Academic language scripts are a tool that can support learning academic language. These scripts help guide learning and discussions within content areas.
- Distribute [Student Handout 6.3a: Academic Language Scripts](#) to each student and give them a minute or two to look over the scripts.





- Ask students where they think an academic language script might be helpful for this class (e.g., when engaging in classroom discussions, when answering questions).
- To have students practice using the academic language scripts, you can pose a question for students to use in groups of three or four.
  - It can be a question that would require students to go back to their class notes or materials, as this would necessitate use of vocabulary and phrases related to the content area.

### **Extension**

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- To increase rigor, when having students practice the use of academic language scripts, choose a challenging article for students to read first before using the scripts for discussion.
- To increase scaffolding, encourage students to utilize Costa's Levels of Thinking and have them highlight just two or three sentence starters to use, eliminating confusion or any feelings of being overwhelmed.
- To integrate technology, students may use an online discussion room when engaging in group dialogue and making use of the academic language scripts.

## Academic Language Scripts

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

### Requesting Assistance

- Could you please help me?
- I'm having trouble with this. Would you mind helping me?
- Could you please show me how to do/write/draw/pronounce/solve...?

### Interrupting

- Excuse me, but... (I don't understand.)
- Sorry for interrupting, but... (I missed what you said.)
- May I interrupt for a moment?
- May I add something here?

### Asking for Clarification

- Could you repeat that?
- Could you give me an example of that?
- I have a question about that: ...?
- Could you please explain what \_\_\_\_\_ means?
- Would you mind repeating that?
- I'm not sure I understood \_\_\_\_\_. Could you please give us another example?
- So, do you mean...?

### Probing for Higher-Level Thinking

- What examples do you have of...?
- Where in the text can we find...?
- I understand \_\_\_\_\_, but I wonder about...?
- How does this idea connect to...?
- If \_\_\_\_\_ is true, then...?
- What would happen if...?
- Do you agree or disagree with their statement? Why?
- What is another way to look at it?
- How are \_\_\_\_\_ and \_\_\_\_\_ similar?
- Why is \_\_\_\_\_ important?
- How do you know that? Can you give an example?
- Is there another way to look at this?

### Expressing an Opinion

- I think/believe/predict/imagine that...
- In my opinion...
- It seems to me that...
- Not everyone will agree with me, but...

### Building on What Others Say

- I agree with what \_\_\_\_\_ said because...
- You bring up an interesting point, and I also think...
- That's an interesting idea. I wonder...
- I think... Do you think...?
- I thought about that also, and I'm wondering why?
- I hadn't thought of that before. You make me wonder if...? Do you think...?
- \_\_\_\_\_ said that \_\_\_\_\_. I agree and also think...
- Based on the ideas from \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_, it seems like we all think that...
- That's an excellent point, and I would add...

### Soliciting a Response

- Do you agree?
- \_\_\_\_\_ (name), what do you think?
- Can someone else ask a question or offer an opinion?
- \_\_\_\_\_ (name), what did you understand from that answer?

### Disagreeing

- I don't really agree with you, because...
- I see it another way. I think...
- My idea is slightly different from yours. I believe that \_\_\_\_\_ instead of...
- I have a different answer than you...

### Offering a Suggestion

- Maybe you/we could...
- Here's something you/we might try: ...
- What if you/we...?

### Classroom Reporting

- \_\_\_\_\_ (name) explained to me that...
- \_\_\_\_\_ (name) pointed out that...
- \_\_\_\_\_ (name) mentioned that...
- \_\_\_\_\_ (name) shared with me that...
- \_\_\_\_\_ (name) brought to my attention that...
- \_\_\_\_\_ (name) pointed out something interesting/intriguing/surprising; ...

## 6.4 Creating a Family Atmosphere

### Student Objective

Students will understand that a positive learning environment for everyone is essential for personal success and that everyone needs to contribute the best version of themselves for this to happen.

### Overview

Creating a family atmosphere within the classroom fosters an environment where students are more likely to trust, feel safe, and thrive in their academic learning. This family atmosphere is critical because it lays a foundation such that students will be more likely to take academic risks and delve deeper into learning. Ultimately, this atmosphere will produce students who are more committed to their personal goals and take on the responsibility to help maintain a positive learning environment for themselves and their peers.

### Materials/Set-Up

- Student Handout:
  - [6.4a: AVID Schoolwide Student Contract](#)
- White cardstock
- Two decks of playing cards
- Poster paper

### Instructional Steps

- Give each student a piece of white cardstock to create a name tent. Students should fold the paper in half from top to bottom.
  - To make the name tent more stable, fold a small part of one of the bottom corners inward.
- Students should write their first name on both sides of the name tent.
- Have students write down the following information on their name tent:
  - In the upper-left corner, a favorite activity or hobby
  - In the upper-right corner, the elementary school they attended
  - In the lower-left corner, three words that describe them
  - In the lower-right corner, a favorite movie, song, or food
- When students have completed their name tents, have them meet up using playing cards.
- Sort through the decks of cards first and ensure that every card has a match (e.g., two fives of spades, two queens of hearts) so that students will be able to pair up.
- Once students pair up, they should share the contents of their name tents with one another and return to their seats when finished.

- Next, students should be placed in groups of four or five, as they will carry out a “stand and deliver” activity. All group members will start by standing up, with one person then sharing their name tent content at a time. Once their name tent information has been shared, the student should sit. Repeat this process until all students have shared.
  - Allowing students to share name tents with small groups will help them build connections with each other before starting the next activity.
- Give each group a large piece of poster paper. Each group member should have a writing utensil.
- One of the students should write the word “family” in the middle of the page.
- Give students one minute to silently write—all at the same time—what it means to be a family.
- Once students are done, have the groups share out with the rest of the class what family means to them.
- Share the next question with the group: What needs to happen for a family to thrive and be healthy?
- Students can discuss first and then add their answers to the poster paper. Once completed, groups can share out their answers with the entire class.
- Students should mention, or the teacher can add, that a healthy and thriving family starts with each of us being the best version of ourselves.
- Turn students’ attention to the idea of a social contract within the classroom. Tell them, “Building and honoring school and classroom expectations starts with each one of us and our dedication to maintaining a positive, supportive environment in the classroom. A contract will help hold us to those expectations.”
- Pass out [Student Handout 6.4a: AVID Schoolwide Student Contract](#).
- Pre-read the contract with students. Ask students to look at the text and share the bolded words and phrase with the larger group. Students should also take note of the different sections and words that pop out to them and share those with the larger group.
- Finally, model marking the text with students so that they can then mark this text themselves.

### Extension

- To increase rigor, have students add personal goals and responsibilities to the AVID Schoolwide Student Contract.
- To increase scaffolding, when marking the text for the AVID Schoolwide Student Contract, work together with students so that they have more practice marking the text.



# AVID Schoolwide Student Contract

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## Advancement Via Individual Determination

**Student Name:** \_\_\_\_\_

**AVID Schoolwide is a system that prepares students  
for college and career opportunities.**

### Student Goals:

1. To be open to learning and to establish a growth mindset while continuing to improve academically, socially, and mentally.
2. To establish positive relationships with myself, other students, and school staff members.
3. To continue to set goals, reflect on goals, and adjust goals when needed.

### Student Responsibilities:

1. Maintain satisfactory citizenship and attendance in all classes.
2. Maintain a prescribed organizational system, which includes items such as binders, electronic systems, planners, focused note-taking, and writing-to-learn and reading-to-learn strategies.
3. Complete homework assignments each night, while also reviewing the planner and focused notes.

### Student Agreement:

I want to succeed, and I understand that I must take individual responsibility for my own success. I must commit to the student goals and responsibilities to see growth in myself. I also understand that I will be most likely to demonstrate academic improvement if I commit myself to the goals and responsibilities outlined above.

**Student Signature:** \_\_\_\_\_

## Student Ownership of Learning

Students' ownership of their learning becomes intrinsic when cognitive, motivational, and social and emotional behavior becomes self-regulated by students, rather than the educator. Educators should actively promote self-regulation, metacognition, and a positive growth mindset, and with practice, strategies that encourage this type of thinking can become habitual for students. Metacognition—the awareness of one's own thoughts—is linked to how students perform in the classroom. Students who have been taught different strategies for learning, thinking, and problem-solving will likely use them as the occasion arises (Pintrich, 2002). Students can make conscious choices about how to tackle new challenges when they have been supplied with a toolbox of self-regulation skills from which to choose.

One of the world's leading researchers in the field of motivation and psychology, Carol Dweck, focuses her research on why people succeed and how to foster success. Dweck (2006) suggested that we look at the world through either a "fixed mindset" or "growth mindset." The fixed mindset is characterized by the belief that talents and abilities are fixed, and no amount of work can change them. This is in opposition to a growth mindset, which holds that talents and abilities can be developed through hard work and education; students can be taught that effort can lead to positive changes and realized success. Hard work and determination toward reaching a goal will challenge students to overcome internal and external barriers. Dweck's work is central to AVID's philosophy that all students—no matter their backgrounds or circumstances—have the right and ability to find success in pursuit of their academic and personal goals.



## 6.5 Conflict Resolution

### Student Objective

Students will resolve differences in opinion, a capability that will translate into real-world skills and help build relational capacity, both within a classroom setting and outside of school.

### Overview

Using the provided resources, students will work through disagreements that they are having with other classmates. This lesson incorporates writing as an integral part of the process and is intended not to be punitive in nature, but as a means of learning conflict resolution skills. This activity works best when introduced at the beginning of the school year or start of a new term.

### Materials/Set-Up

- Student Handouts:
  - [6.5a: Steps to Successful Conflict Resolution](#)
  - [6.5b: Conflict Resolution Worksheet](#)

### Instructional Steps

- Distribute [Student Handout 6.5a: Steps to Successful Conflict Resolution](#).
- Do a choral reading for each of the steps in bold, followed by a read-aloud of the description.
- Have students discuss with an elbow partner what they think each of the steps means to them.
  - A quick explanation around the skill of *paraphrasing* may need to be provided.
- Have a few partnerships share out their thoughts with the entire class.
- Distribute and display [Student Handout 6.5b: Conflict Resolution Worksheet](#). Model how students will be filling out the sections if they have a conflict with another student in the class.
- Provide example conflict scenarios to the class and have them choose one of the scenarios and simulate the resolution with a partner.
  - It would be beneficial to set up the students into pairs prior to this lesson, keeping in mind the social dynamics of your class.
- After the partners have completed their scenario and filled out the Conflict Resolution Worksheet, discuss the rewards and challenges of resolving conflicts as an entire class.
- When conflicts arise in the class, refer students back to the Conflict Resolution Worksheet and remind them of the conflict resolution steps.

### Extension

- To increase rigor, support your students going into other classrooms as “mediators” to help other students resolve their conflicts.

## Steps to Successful Conflict Resolution

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Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

### 1. State the Problem

From your own perspective, state what you believe to be the conflict, problem, or disagreement.

### 2. Listen

Pay attention and listen to the other person's point of view. Do not argue with them about what they are saying; let them speak uninterrupted.

### 3. Paraphrase and Repeat

Paraphrase what the person said when you were listening and repeat it back to them to make sure you clearly understood them.

### 4. Offer New Ideas

After hearing the other person's point of view, brainstorm together to figure out potential solutions to the disagreement.

### 5. Settle on a Solution

Decide on one of the proposed solutions that is agreeable to both sides.

### 6. State Your Willingness to Apply the Solution

Verbally agree to uphold the solution and avoid the conflict in the future.



## Conflict Resolution Worksheet

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Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

**What was the conflict?**

**Who was involved?**

**What compromise was agreed upon?**

**How can this conflict be avoided in the future?**

## 6.6 Utilizing Growth Mindset Language

### Student Objective

Students will understand the difference between a growth mindset and a fixed mindset.

### Overview

Students will be faced with a challenge that they need to overcome. Students will become aware of attitudes and language that tend to arise when one is frustrated and learn to shift them into a growth mindset.

### Materials/Set-Up

- Teacher Resource:
  - [6.6b: Brain Challenge Solutions](#)
- Student Handouts:
  - [6.6a: Brain Challenge Instructions](#)
  - [6.6c: Mindset Language](#)
- Water and six clear cups of any size per group (for Option 1)
- 10 coins per group (for Option 2)
- Cardstock that is precut to the size of bumper stickers (4 x 12")

### Instructional Steps

- Choose one of the brain challenges for students to complete and pass out [Student Handout 6.6a: Brain Challenge Instructions](#).
  - The solutions to these challenges can be found in [Teacher Resource 6.6b: Brain Challenge Solutions](#).
- Inform students that they will be presented with a challenge that they need to solve.
  - Students may complete this independently or in groups.
- Give students or groups three to five minutes to try to recreate the brain challenges.
- After this time, stop students and have them write down how they are feeling and what is currently going through their mind about the challenge. As students share out, record their thoughts and/or frustrations on the board.
- Ask students if they feel like quitting. If they want to give up, tell them that the feeling is representative of a fixed mindset. According to Carol Dweck, in a fixed mindset, people believe everyone only has a certain amount of abilities, intelligence, and talents.
- Have students list the fixed mindset language from the board into the first column of [Student Handout 6.6c: Mindset Language](#).
- Ask students how they can change the language into positive language, reflective of a growth mindset. According to Carol Dweck, in a growth mindset, everyone can change their abilities, intelligence, and talents through hard work and dedication.
- Go back to the same brain challenge or use the other challenge and ask students to use a growth mindset and positive type of language.



- Model positive, growth mindset language that students can tell themselves prior to trying the challenge again.
  - For instance, instead of saying “I can’t,” students can say “I can’t do this yet, but if I keep working at it, it will come.”
- Give them a few hints using [Teacher Resource 6.6b: Brain Challenge Solutions](#) and have them try again.
- Once you’ve provided an appropriate amount of time for them to work through the brain challenge this second time, ask them how they felt when they were supported and able to focus on the differences between growth and fixed mindsets.
- Have students go back to the list of growth mindset language, choose one of the sayings that resonates with them, and create a bumper sticker with this phrase.
- Their bumper sticker should be bold in design and easy to read. Students should use bold colors, include only limited wording, and add an image or two to their design.

### Extension

- To increase rigor, have students complete both brain challenges or create their own brain challenge.
- To increase scaffolding, during the brain challenges, have students work in groups.

## Brain Challenge Instructions

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

### Option 1:

The three glasses on the left are filled with water, and the three glasses on the right are empty. Moving only one glass, make a row of alternately full and empty glasses.



### Option 2:

Set up the 10 coins like the picture below. Then, rearrange three coins so that the triangle points down, rather than up.



## Brain Challenge Solutions

### Option 1:

Pour second glass from the left into empty glass second from right.



### Option 2:



## Mindset Language

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<b>Fixed Mindset</b>	<b>Growth Mindset</b>
<p>In a fixed mindset, intelligence is perceived as set. Language is related to being lucky, smart, or just “a natural.”</p>	<p>In a growth mindset, intelligence is perceived as adaptable. Language is related to effort and working at something.</p>

## 6.7 Mindfulness and Well-Being

### Student Objective

Students will explore how mindfulness can help with stress and will focus on their well-being.

### Overview

Mindfulness refers to bringing awareness to one's thoughts, senses, and emotions in the current moment without judgment. When facilitating and practicing mindfulness, start with discussing its relevance and share with students that it will help them develop self-awareness, emotional balance, impulse control, and focus.

### Materials/Set-Up

- Teacher Resource:
  - [6.7a: Mindfulness Made Simple](#)

### Instructional Steps

- Have students get out a sheet of paper and a writing utensil. Students should jot down any thoughts that come to them in the next two minutes.
- Next, have each student label their thoughts as related to the past (P), now (N), or the future (F).
- Next, have students turn the sheet over and divide it into three columns, labeling the first column "Past," the second column "Now," and the third column "Future."
- Students should then take the information from the front of the page and organize it on the back into the correct columns.
- The following questions can be used for discussion:
  - Which column has the most thoughts?
  - Why are most thoughts in this column?
  - Why is it important to recognize where our thoughts might be?
  - What can we do with this information?
- After the discussion, share with students that many times during a day, a lot of people spend time worrying about the past or future and do not spend time being aware and present in the moment. A tool that we can use to help us stay in the moment and be present is mindfulness.
- Write the word *mindfulness* on the board and circle it so that student can write around it.
- Poll students regarding their familiarity with mindfulness, and then have a few students come up to the board and write what mindfulness means to them.
- If there are any remaining gaps after students share, make sure to add these ideas to the board:
  - Mindfulness is bringing awareness to our thoughts, senses, and emotions in the current moment by just observing what is happening and being open and honest with that moment.

- Ask students why they think it would be important for them to learn how to appropriately practice mindfulness.
  - The purpose of practicing mindfulness is to help us strengthen areas in the brain that enable us to have better focus and respond to events in our life with greater skill and flexibility.
- Share with students that the next step will be to practice mindfulness. Remind students that mindfulness can be practiced in many ways and with different styles.
- Use [Teacher Resource 6.7a: Mindfulness Made Simple](#) to present the idea of Mindful Minutes to students.
  - This is a quick and simple way to increase awareness and focus.

### Extension

- To increase rigor, challenge students to complete Mindful Minutes at home and reflect on how it helped.
- To increase scaffolding, decrease or increase the amount of time spent practicing mindfulness.
- To integrate technology, have students research different mindfulness apps and use them during class or create videos/podcasts to instruct others on how to practice mindfulness.





## Mindfulness Made Simple

What	Why	How
<p><b>Mindfulness is bringing awareness to our thoughts, senses, and emotions in the current moment by just observing what is happening and being open and honest with that moment.</b></p>	<p>The purpose of practicing mindfulness is to help us strengthen areas in the brain that enable us to have better focus and respond to events in our life with greater skill and flexibility.</p>	<p>Mindful Minutes</p>

### Mindful Minutes Practice

1. Make sure to have a routine when practicing mindfulness.
  - a. Start with a bell, chime, sound, or signal.
  - b. Make sure that the classroom door is closed and minimize the probability of distractions.
  - c. Have students move personal supplies out of reach.
  
2. Remind students that this is a time to stop and just be. Tell them to focus and be aware of only the following things for the next minute:
  - a. What can I hear?
  - b. What can I smell?
  - c. What can I feel?
  - d. What can I see?
  - e. What can I taste?
  
3. During this time, students may also focus on just their breathing. They can count breaths and think of an ocean's tide rolling in and out. If students are not familiar with an ocean's tide, share a video of what this looks like so that they will have an image to visualize when focusing on their breathing.
  
4. At the end of the minute, provide time for reflection. Ask students to share anything from their Mindful Minutes time; this can relate to the "What can I...?" statements or how they feel after taking that minute to stop and just be.

## 6.8 Student-Led Best Work Presentations

### Student Objective

Students will present their best work in a small-group setting to demonstrate their learning in a reflective manner.

### Overview

Students should be given the opportunity to show others their best work, while also practicing speaking and listening skills. Organizing a time, at the end of a semester or the school year, and venue for students to showcase their learning is imperative for practicing skills that will be needed in both college and the workplace.

### Materials/Set-Up

- Student Handouts:
  - 6.8a: Best Work Presentation Outline
  - 6.8b: Best Work Presentation Graphic Organizers
  - 6.8c: Preparing for Your Student-Led Conference
  - 6.8d: Letter to Parents/Guardians
  - 6.8e: Best Work Presentation Rubric

### Instructional Steps

- Distribute [Student Handout 6.8a: Best Work Presentation Outline](#). Guide students through the elements of the presentation.
- Have students choose their best work for four content areas: mathematics, science, English language arts, and history/social science.
  - If electing to conduct this activity for just a single subject area, have students choose multiple assignments within that particular content area.
- Distribute [Student Handout 6.8b: Best Work Presentation Graphic Organizers](#). Include enough copies of the “Best Work for \_\_\_\_\_” page for all of the assignments the students will be presenting. Guide students to fill out each section. If possible, have students fill out the “Best Work for \_\_\_\_\_” graphic organizer with that particular content-area teacher.
- Pass out [Student Handout 6.8c: Preparing for Your Student-Led Conference](#). Discuss with your students the importance of “dressing to impress” as well as the presentation skills needed.
- If you are going to invite parents to observe the presentations, distribute [Student Handout 6.8d: Letter to Parents/Guardians](#).
- A few notes on logistics are included below:
  - Organizing Presentations: The Best Work Presentations can be done during the evening or the school day. For instance, the presentations could occur during a spring Open House. Students can present in small groups throughout classrooms on campus, in the library or cafeteria, and in other locations.



- **Group Sizes:** Keep the number of students who will be presenting at each location small, perhaps three or four, to allow students to feel less anxiety than if they were presenting to a larger group.
- **Practicing:** If your school has an advisory period, this would be a great time for students to prepare for their Best Work Presentations. If there is no advisory period, designate a schoolwide time or class time in a particular subject area that would allow students to adequately prepare.
- **Assessing:** Provide enough copies of [Student Handout 6.8e: Best Work Presentation Rubric](#) for each student to complete it when listening to the other presentations.

### Extension

- To integrate technology, have students create a movie that can be used as a supplemental aid for their Best Work Presentation. Make sure they use images of any paper assignments that are being presented. The movie should not be used in lieu of the presentation, but to make their presentation more visually engaging.

## Best Work Presentation Outline

---

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

### 1. Background:

- What are your hobbies and/or interests?
- How do you learn best? Do you need to see something to learn? Do you like to hear something when learning? Do you prefer to make something?

### 2. Goals for the future:

- High school:
  - What are your goals for high school?
  - What sports/clubs would you like to participate in?
  - What classes would you like to take?
- Beyond high school:
  - What are your plans once you finish high school?
  - What postsecondary education opportunities, such as college/trade school, would you like to pursue?
  - What career/job would you like to have?

### 3. Best work:

- Choose one assignment from mathematics:
  - Explain the assignment.
  - What did you learn?
  - What were your strengths and/or weaknesses on the assignment?
  - What would you do differently?
- Choose one assignment from science:
  - Explain the assignment.
  - What did you learn?
  - What were your strengths and/or weaknesses on the assignment?
  - What would you do differently?
- Choose one assignment from English language arts:
  - Explain the assignment.
  - What did you learn?
  - What were your strengths and/or weaknesses on the assignment?
  - What would you do differently?
- Choose one assignment from history/social science:
  - Explain the assignment.
  - What did you learn?
  - What were your strengths and/or weaknesses on the assignment?
  - What would you do differently?

### 4. Final thoughts:

- If one of your teachers were to describe you, what would they say?
- Explain your strongest character qualities.
- What have you done that shows your growth mindset?

## Best Work Presentation Graphic Organizers

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

### Background

<b>Hobbies/Interests</b>	<b>Learning Style</b>
<b>High School Goals</b>	<b>Sports/Clubs</b>
<b>High School Classes</b>	<b>Plans After High School</b>
<b>Postsecondary Education Opportunities</b>	<b>Career/Job</b>

## Best Work Presentation Graphic Organizers

---

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

**Best Work for** \_\_\_\_\_

**Explain the assignment.**

**What did you learn?**

**What were your strengths and weaknesses on the assignment?**

**What would you do differently?**

## Best Work Presentation Graphic Organizers

---

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

### Final Thoughts

**If one of your teachers were to describe you, what would they say?**

**Explain your strongest character qualities.**

**What have you done that shows your growth mindset?**

## Preparing for Your Student-Led Conference

---

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

### 1. Dress to impress, as if you were going to a job interview.

- You may wear:
  - Slacks/dress pants/nice jeans (avoid baggy/sagging pants)
  - Dresses/skirts (avoid ones that are too short or revealing)
  - Collared shirt/button-down shirt/blouse (tuck them in)
  - Dressier shoes (avoid sneakers or worn-out shoes)

### 2. Make sure your demeanor is appropriate for the setting.

- You should:
  - Shake the other students' hands and introduce yourself before starting.
  - Sit or stand up straight.
  - Make eye contact as you present.
  - Use formal, academic language.
  - Speak loudly and clearly.
  - Avoid filler words and phrases (e.g., umm, like, you know).
  - Remember to smile.
  - Verbally thank each person for their time after your presentation.



## Letter to Parents/Guardians

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Dear Parents/Guardians,

Your student will be presenting their best work and discussing their learning experiences during a student-led conference. The purpose of this presentation is to provide an opportunity for your student to experience presenting and speaking to their peers about their learning experiences in middle school.

As a school community, we are very proud of the accomplishments of our students, and we hope you are available to share this experience with them. The presentations will be conducted on \_\_\_\_\_ from \_\_\_\_\_.  
(Date) (Times)

We hope you can participate in this event and join us during the presentations. If you are unable to attend the presentations, please support your child at home by helping them prepare for the conference.

Please confirm your attendance so that we know you will be joining us and can schedule you to be in the same room as your student.

Thank you so much for your support. We look forward to your participation!

Sincerely,

\_\_\_\_\_

-----

Parent/Guardian's Name: \_\_\_\_\_

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

\_\_\_\_\_ Yes, I will attend the student-led conference.

\_\_\_\_\_ Although my student will be there, I will not be able to attend, but I will help them prepare at home.

## Best Work Presentation Rubric

Topic	Covered	Not Covered
<b>Background</b>		
Hobbies/Interests		
Learning Style		
High School Goals		
Sports/Clubs		
High School Classes		
Plans After High School		
College/Trade School		
Career/Job		
<b>Best Work #1</b>		
Explain the assignment.		
What did you learn?		
What were your strengths and weaknesses on the assignment?		
What would you do differently?		
<b>Best Work #2</b>		
Explain the assignment.		
What did you learn?		
What were your strengths and weaknesses on the assignment?		
What would you do differently?		
<b>Best Work #3</b>		
Explain the assignment.		
What did you learn?		
What were your strengths and weaknesses on the assignment?		
What would you do differently?		
<b>Best Work #4</b>		
Explain the assignment.		
What did you learn?		
What were your strengths and weaknesses on the assignment?		
What would you do differently?		
<b>Final Thoughts</b>		
If one of your teachers were to describe you, what would they say?		
Explain your strongest character qualities.		
What have you done that shows your growth mindset?		

## College and Career Readiness

College and career readiness is the ultimate goal for all students. Skills and knowledge, as well as attention to student success characteristics that support college and career readiness, are embedded into all aspects of AVID curriculum. Becoming college- and career-ready goes far beyond the ability to complete specific coursework. Conley (2012) suggested four key elements to gauge college and career readiness: cognitive strategies, content knowledge, learning skills and techniques, and transition knowledge and skills. Conley's research supports AVID's goal of educating the whole student by providing strategies for rigorous teaching and learning that empower students with academic and 21st century skills to maximize postsecondary career options.

## 6.9 Career Awareness

### Student Objective

Students will understand what it means to have a career and to research a career of interest.

### Overview

It is important for students to understand exactly what it means to have a career. A career tends to be something that requires education, involves training, and is done over a lifetime, while ideally speaking to that person's passions or interests. After students understand what a career entails, they will complete research on a career of interest.

### Materials/Set-Up

- Student Handout:
  - [6.9a: Career Awareness Worksheet](#)
- Dictionary
- Digital source for career research

### Instructional Steps

- On the board, write the word *career* and instruct each student to get out a sheet of paper and write the same word in the middle of their page, with a circle around it.
- Students should use a dictionary or a digital device to look up the meaning of *career* and discuss with an elbow partner what adjectives would be good to add to their page.
- During this time, have students also draw lines from the word *career* to add adjectives, pictures, or any words that would help describe it.
- Make sure to discuss with students that a career choice should include some training/secondary schooling and ideally align with their interests or passions.
- After the discussion, read the prompts below aloud. As this is being done, have students flip their papers over and provide answers in detail. Ensure that proper time is allotted for responses.
  - What is your favorite subject in school?
  - What do you like to do for fun?
  - Brainstorm all of the jobs in which you've been interested.
    - Circle one or two favorite careers on the list.
    - Draw arrows to any careers that are linked to a favorite subject or a favorite fun thing to do.
- Have students discuss their responses in small groups or as a large group, and again link this discussion to what a career includes.
- After the discussion, allow students time to research types of careers that fit a favorite subject or connect to a passion.
- During the research time, students will record information in Part I of [Student Handout 6.9a: Career Awareness Worksheet](#).



- When the five careers are listed on the handout, students need to choose one that is most appealing to them for further research.
- Students should then complete Part II of the handout, researching their chosen career and responding to the prompts.
- After students conduct research, they should create a one-pager on their findings.

### **Extension**

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- To increase rigor, create additional career questions for students to research.
- To increase scaffolding, help students brainstorm a list of careers.

## Career Awareness Worksheet

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

*Part I:*

*In the left column, list five careers that interest you. In the right column, provide a one- or two-sentence description of the career. Then, decide on the career that interests you most and highlight it.*

Career Name	Description

*Part II:*

*Research your career of choice to help answer the prompts below.*

Career Name: \_\_\_\_\_

What type of education and training is required for this job?

What daily tasks would be completed in this job?

How much money does the average person make in this job?

List three cool facts about this job.

- 1.
- 2.
- 3.

List three aspects of the job that you think would be most challenging.

- 1.
- 2.
- 3.

List three reasons why this career is perfect for you.

- 1.
- 2.
- 3.

## 6.10 Test-Taking Strategies

### Student Objective

Students will focus on skills for test-taking, which include what they need to do before, during, and after a test.

### Overview

Typically, middle school students have not yet developed the skills needed to become proficient test-takers, including knowing how to answer the different types of questions being posed. Test-taking skills can be viewed in three parts: (1) what to do to prepare for the test, (2) what to do during the test, and (3) how to appropriately reflect after the test, so performance can rise on the next one.

### Materials/Set-Up

- Student Handouts:
  - 6.10a: Preparing for a Test
  - 6.10b: Test-Taking Tips and Types of Questions
  - 6.10c: Test Reflection

### Instructional Steps

- Poll your students, asking them how they would rate themselves as test-takers: excellent, good, fair, or poor.
- Distribute [Student Handout 6.10a: Preparing for a Test](#).
  - This should be done prior to the first test of the school year and then revisited before each subsequent test.
- Do a choral reading for each of the numbered steps, followed by reading the description aloud.
- Guide the class in a discussion of how important it is to prepare for test-taking. If comfortable, share your own test-taking strengths and weaknesses.
- Prior to giving true/false, matching, fill-in-the-blank, multiple-choice, vocabulary, or essay assessments, pass out [Student Handout 6.10b: Test-Taking Tips and Types of Questions](#).
- As a review prior to a class test or standardized assessment, have students work in pairs to create examples for each type of question.
- When the partners are finished, have them exchange their sample questions with another set of partners.
- As an entire class, have students then share out any tips that they have identified for answering each type of question.
- After students have taken the test, distribute [Student Handout 6.10c: Test Reflection](#) and explain the columns:
  - “Cold” means that they do not think they did well on those types of questions.
  - “Warm” means that they think they did well on those types of questions.
  - “Hot” means that they think they did exceptionally well on those types of questions.

### Extension

- To increase scaffolding, lift an item from class notes verbatim and include it as a question on the test.

## Preparing for a Test

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### 1. Organize

- Keep your assignment log/planner up to date.
- Make sure your binder is organized. Write “Need to Study” on the top of any notes, handouts, or homework that you should use to study. If you are not sure, ask your teacher.
- Do not throw away or recycle anything until after you have received your test scores back.

### 2. What is on the test?

- Find out from your teacher what the test will be about: Will the test be all recent information or things that you have already been tested on? Will there be a study guide given out?
- Go through all of your notes, handouts, and homework and pick out the important terms, ideas, and concepts that you have covered.
- Create a study tool (through flashcards, Quizlet, Kahoot!, etc.) for the work that you labeled “Need to Study.”

### 3. What kinds of questions will be on the test?

- Ask your teacher what type of test it will be (e.g., fill-in-the-blank, multiple choice, short answer, essay, free response, matching).
- If possible, find out how long the test will be (total number of questions) and if it will require any significant writing (e.g., essay responses, explanations of how problems were solved).

### 4. Time to study

- Use the study tool that you created every day.
- Review your notes, focusing on key words and phrases. Use symbols to show your level of understanding.
  - + = I know this information.
  - ? = I am aware of this information, but need more study/practice.
- Keep track of things you don't know and mark them for further study.
- Write a note to a friend that explains what you think will be on the test. (Writing it out helps!)

### 5. Test day!

- Get a good night's sleep before the test.
- Make sure that you are on time the morning of the test, so you won't feel rushed.
- Eat a nutritious breakfast.
- Have all of the materials you will need for your test ready.
- Maintain a positive attitude.
- Stay calm.



# Test-Taking Tips and Types of Questions

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## Test-Taking Tips

### Tips for Testing Situations

1. Make sure you have all the materials/supplies you will need for the test.
2. Read the directions carefully, paying close attention to what you are asked to do.
3. Plan your time, making sure you allow time to work on all of the problems and still finish your test. Do the easiest problems first.
4. Carefully work through the problems, skipping more difficult problems and going back to them when you have finished the problems you can easily answer.
5. Reread the problems to see if your answers make sense. You should check for mistakes that you may have made in a rush.

## Types of Test Questions

### True/False

- True/false tests are the easiest to complete because you have a 50 percent chance of getting the answer correct.
- Read the statement/question carefully; this kind of test can be tricky, since a single word can make a true sentence false.
- Some true/false questions make general statements that seem true, but are not *always* true.
- Words such as *often*, *usually*, *rarely*, and *sometimes* may indicate a true answer.
- Watch out for words like *all*, *only*, *always*, *never*, and *none*; these words may make the statement false.

### Matching

- Some tests or parts of a test will ask you to match items in one list to items in another list. Even though you do not know every item, you still may be able to figure them out.
- Count to see which list has fewer items—every item in the shorter list will have a matching item in the longer list, with a few left over.
- Answer the questions that you know first. Mark off each item as you use it so you won't use it again, unless the directions say that items can be used more than once.
- Make good educated guesses for items that you aren't sure of, using clue words to help you.

### Fill-in-the-Blank

- Fill-in-the-blank questions usually require an exact answer. Read the sentences carefully, using the information in them to figure out the missing words or phrases.
- Watch out for tricky words like those used in true/false tests: *often*, *usually*, *rarely*, *sometimes*, *all*, *only*, *always*, *never*, and *none*.
- Be sure that your answer fits grammatically into the sentence.
- Pay attention to the number and length of the blank spaces in the sentences. Although the length of the space can be misleading, the space provided can often give you a clue about the answer.
- If you are unsure of the answer, fill in the blank with the most likely answer; you may get partial credit.

### Multiple Choice

- It is important that you read the answers first when answering multiple-choice questions.
- Answer all of the questions that you know first, reading all of the choices for each question and choosing the one that answers the question or seems right. Only one answer is correct, unless otherwise stated.
- Sometimes, one of the answer choices might be “all of the above” or “none of the above.” Use your common sense.
- Read the questions carefully, looking for trick words.
- Go back and look over the questions you were originally unsure of and left blank. If you remain unsure, make a good educated guess. Do not leave any items unanswered.
- If this test has a “bubble” answer sheet, be sure to fill in the bubble in the correct space.

### Vocabulary

- Vocabulary tests ask you about the meanings of words, often directing you to pick out another word with the same meaning as the given word.
- First, try to come up with a simple definition for the given word before you look at the choices. Then, eliminate choices that you know are wrong.
- If you find a word whose meaning is the same as another one, think of a sentence using the given word. Then, replace that word in the sentence with your choice. If the sentence does not make sense, the word you chose is not correct.
- If you are asked to find a word’s antonym, think of a sentence using the given word. Then, look for the word that would give your sentence the opposite meaning.

### Essay

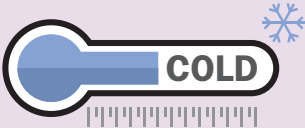


- Read all of the essay questions, looking carefully at all of the words in each question. Does the test ask you to compare/contrast, describe, discuss, or solve a problem? Be sure to do what the question asks and answer all parts.
- Be sure to keep track of your time, so you can finish all parts of your test.
- If some essay questions are worth more points than others, spend more time answering the more valuable questions.
- As you read the essay questions, look for key words that give you clues as to what you must write about in your response. Some key words tell you how to approach the subject: *comment, compare, define, describe, discuss, explain, prove, or respond*.
  - Some of these words ask you to give your opinion.
  - Some of these words ask you to present information.
  - Some of these words ask you to focus on one idea.
  - Some of these words ask you to provide several ideas or details.

## Test Reflection

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Fill out this worksheet after completing your test.

Reflect on your overall feeling of how you performed on the test, making sure to discuss your strengths and weaknesses.

<b>Test Type</b>	<b>I was cold.</b> 	<b>I was warm.</b> 	<b>I was hot!</b> 
True/False			
Matching			
Fill-in-the-Blank			
Multiple Choice			
Vocabulary			
Essay			

What would you do differently next time before the test? ...During the test?

<https://my.avid.org/curriculum>



# Resources



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**Visit the *AVID Bridges to Success* webpage**  
on MyAVID for additional materials and resources.



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## Notes

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