AVID Elementary Foundations:

A Schoolwide Implementation Resource

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How to Use This Book

AVID Elementary Foundations: A Schoolwide Implementation Resource 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 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 for college readiness.

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.

K–2 On-Ramps: Another element within every activity is a section labeled: "To adapt this lesson for primary classes." These instructions are designed for kindergarten through second grade teachers, with two intended purposes. The first is to provide suggestions about how the activity can be adapted to best meet the developmental needs of these primary students. The second purpose is to create continuity between the skills and strategies that are being integrated into instruction across all grade levels. By beginning this alignment early, students can transition with greater continuity as they progress from year to year.

Digital Versus Print Versions

A digital version of this book is available via the *AVID Elementary Foundations: A Schoolwide Implementation Resource* 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 at any time 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 over 800,000 students annually in 44 states and 16 countries and territories. With more than three decades of research, AVID proves that low-income students from 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. Today, the average enrollment rate in two- and four-year colleges the first fall after high school for AVID students is 69%, compared to a national rate of 68%. 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, 500 low-income, largely ethnically diverse students were bused to the campus, creating disruption at this suburban, middle-class school. Not wanting to deal with the problems that 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 32 low-income, diverse 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 knew that it wasn't an elaborate cheating scheme, but a sound educational strategy. This realization led to the formation of the first site team. She 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 was a hindrance.

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 11th, 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 program. It allows AVID schools to achieve student results, measure those results, and institutionalize successful methodologies throughout the school community. The Certification process and AVID's 11 Essentials continue to evolve to better meet the needs of teachers and students.

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 http://www.avid.org/research.ashx.

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.

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.

https://my.avid.org/curriculum

Writing

Visit the *AVID Elementary Foundations: A Schoolwide Implementation Resource* webpage

on MYAVID for additional materials and resources.

Writing

Writing is a strategy that can be implemented in all subject areas to engage students in higher level thinking, including making connections to personal experiences and among subject areas. This chapter emphasizes both writing-to-learn and reflective writing strategies. The focus will be on *writing to learn* as opposed to *learning to write*. Many other texts focus more exclusively on the latter. Writing-to-learn activities are short and informal writing tasks that allow students to express their thinking and make connections to academic content. They often rehearse responses orally by talking with a partner or small group before and/or after the writing task. A reflective writing assignment is exploratory and invites students to brainstorm with multiple solutions to a question, as it is not usually graded other than with the expectation of completion and informal monitoring by the teacher.

This chapter will provide tools for students to delve deeper into any subject matter by engaging in writing and conversations that are short, informal, exploratory, personal, single draft, and ungraded for the most part. This type of writing actively engages learners in acting upon the ideas being studied and helps foster retention and connections (Daniels, Zemelman, & Steineke, 2007). Writing to learn and reflective writing foster the ability of students to make personal connections and contextualize the learning. Asking students to pause to think, write, and share during and after lessons fosters self-awareness and metacognitive abilities. These are traits demonstrated by successful people in school, college, and career. In this vein, Sorcinelli and Elbow (1997) noted: "Writing not only makes *learning* more visible, it makes *teaching* more visible and brings teachers' existing practices into the foreground. The result often is movement toward more reflective, active, and collaborative teaching as well as learning."

A benefit of the writing strategies included in this chapter is that student thinking is made public, which allows teachers to informally assess student understanding and adjust instruction or reteach when misunderstandings surface. Additionally, by putting thoughts in writing and sharing them with others, students are motivated to provide evidence and details for their views. This helps prepare students for participation in classroom discussion and rigorous inquiry and collaboration. It also supports reading comprehension by facilitating interaction with the authors of texts across subject areas.

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

- Utilize writing as a tool to clarify thoughts, explore possibilities, and develop ideas across subject areas.
- Teach students to use reflective writing and discussion to make connections.
- Engage students in all levels of critical thinking and metacognition.
- Create a college-going culture by fostering informed discussion, writing-to-learn, and reflective writing strategies.

Reflective Writing and Note-Taking

Writing has the ability to facilitate a student's self-reflection on strengths and needs as a learner, as well as goal-setting for future learning. Writing for reflection allows learners to turn thoughts inward and make connections to previous learning, explore new possibilities, and pose new questions of their own, rather than playing the game of guessing what the teacher wants to hear or see (Langer, 1986). English language learners and others new to the academic language of a subject area benefit from the opportunity to process learning with a focus on the quality of the ideas, rather than on spelling or grammar. Writing provides teachers with insights into students' understanding of content, as well as the relative effectiveness of assigned classroom tasks, provided scaffolds, and applied class grouping strategies.

Reflective writing can be employed before or after pair or small-group discussions and can subsequently fuel a whole-class discussion of a topic. This type of writing has been shown to improve students' metacognitive and critical thinking abilities and help prepare them for rigorous assignments and tests (Homik & Melis, 2006). Examples of reflective writing are learning logs and journals. Journals emphasize the connection of writing to personal experiences and emotional reactions. Learning logs provide a tool for problem-solving and documentation of learning. The goal is for the learner to make observations about the learning process and document next steps.

Note-taking strategies in this context provide practice in using pre-labeled structured organizational formats and encourage open-ended exploration of content. Notes are able to provide a window into student thinking during lessons, presentations, assigned readings, math problem-solving, and science experiments, and among countless other academic efforts. Well-organized and detailed notes, in conjunction with proper studying, ensure that individual students are prepared for discussions, writing assignments, or tests. Graphic formats, in particular, require thorough processing of the information in a way comparable to annotating the same passage. Taking notes demands that the students interact with the material and process it, make connections, evaluate importance, and organize ideas into patterns that will not only prepare them for subsequent assignments and tests, but also help them to achieve deeper understanding of the material. When students give presentations in class, they pay better attention when they have to take notes on each student's presentation and improve their listening skills.

Two- and three-column notes are examples of structured forms of note-taking, which prepare students to self-study and peer review, which are vital skills and practices in the elementary grades and are part of the AVID College Readiness System. Notes are a way to refresh memory and help transfer concepts from short- to long-term memory. Students who take notes on laptops tend to write down everything verbatim in listening to a lecture. Research by Mueller and Oppenheimer (2014) showed that those who took notes by hand demonstrated a better conceptual understanding and could more easily apply and integrate the new learning than those who took notes on laptops. Taking notes by hand allows the brain to do more "mental lifting." Researchers advise that notes should be unique and memorable by utilizing variations in color, underlining, highlighting, incorporating different sizes of print, and drawing pictures and symbols. Students should quiz themselves on their notes, share ideas, and revisit and revise notes over time.

1.1 Two- and Three-Column Notes

Student Objective

Students will take notes formatted in two or three columns to support synthesis of information, meaningful connections, and retention of concepts.

Overview

Note-taking skills are the foundation for student success in academic classes and study groups. Taking notes demands that students interact with the material in ways that help them to organize key ideas into patterns. Learning to take thorough, usable, reference-handy notes from lectures, books, discussions, videos, and project activities takes practice. Two-column notes provide a format for introducing students to note-taking, while three-column (or more) notes are a variation to be used as the number of relevant categories increases.

Materials/Set-Up

- Teacher Resources:
  - 1.1a: Two-Column Notes Ideas
  - 1.1b: Two-Column Notes Samples
  - 1.1c: Three-Column Notes Ideas
  - 1.1d: Three-Column Notes Samples
  - 1.1e: Graphic Frames for Note-Taking
- Teacher Resource/Student Handouts:
  - 1.1f: Two-Column Notes Assessment Tool
  - 1.1g: Three-Column Notes Assessment Tool
  - 1.1h: Guiding Questions and Class/Grade Level Holistic Analysis
- Student Handouts:
  - 1.1i: Two-Column Notes Template
  - 1.1j: Using Two-Column Notes With Texts
  - 1.1k: Three-Column Notes Template
  - 1.1l: Using Three-Column Notes With Texts
- Pencils or pens
- Notebooks, journals, graphic organizers, or binder paper
- Highlighters or colored pencils/pens
- Chart paper or document camera

Instructional Steps

- Discuss the "why" of taking notes and set a purpose for note-taking. Help students understand the criteria for what, as well as how much, to record and explain the choice of the format.
- Provide the format that fits the purpose of the lesson. (See Handout 1.1a: Two-Column Notes Ideas and Handout 1.1c: Three-Column Notes Ideas for suggestions.) Students may use a journal, notebook, or graphic organizer to record notes.
- Provide students with the supplied student handouts to aid their note-taking efforts.

- Utilizing the samples provided, model for students how to set up their page for note-taking with a journal, notebook, or graphic organizer. The page on which they record notes should be divided with a line or folded crease and can be set up with a variety of purposes. Label the topic, concept, or chapter title across the top of the notes page.
- Do a think-aloud and complete the note-taking format using a piece of text that has been enlarged and placed on a poster, projected electronically, or distributed individually to each student.
- Remind students to leave space where they can add more ideas later when reviewing the notes with partners or in small groups.
- Allow students to read the assigned text and practice using the assigned format.
- Then, instruct partners to share notes and solicit feedback, adding to their notes if appropriate.
- Provide a summary of the note-taking lesson by showing student exemplars and pointing out effective strategies for the class, utilizing the supplied teacher resources.
- Highlight for the class that notes can be used to help prepare for a test, discussion, writing assignment, or oral presentation. To support students' usage of their notes, refer to the "After" step of the STAR Strategy, covered in Activity 1.2.
- Periodically evaluate student notes to assess misconceptions and understanding of the content, and then reteach as needed. Consider using the provided assessment tools, or alternatively, create a rubric based on your school's goals and priorities around note-taking.

To adapt this lesson for primary classes:
- Keep the content simple and familiar to younger students as you introduce the concept of note-taking.

Extension

- To increase rigor:
  - Assign highlight colors to code the notes (e.g., pink = most important or main ideas, yellow = supporting details, blue = facts).
  - Ask students to independently choose their own format from a list and set their own purpose for note-taking in order to foster creativity. Have students work with partners or small groups to create a note-taking format after reading a complex text for the first time.

Two-Column Notes Ideas

Main Idea	Details
Claim	Evidence
Cause	Effect
Concept	Example
Keyword	Definition
Hypothesis	Results
Historical Event	Detail
Issue	Connection to Self, Another Text, or the World
Question	Answer
Vocabulary Notes	Visual Representation or Sketch
Chapter Heading or Subheading	Heading Rewritten as a Question
Word Problem	Strategies Used to Solve or Show Work

Two-Column Notes Samples

Note Sample 1

Lesson 1
Pg 165

Earthquakes

seismology	the study of earthquakes
fault	a break in the Earth's crust along which blocks of the Earth's crust slide relative to one another.
Deformation	the change in the shape of rock in response to stress.
elastic rebound	the sudden return of elastically deformed rock to its un-deformed shape.
Seismic waves	waves of energy that travel through the Earth.
P waves	witch travel through solids, liquids, and gasses, are the fastest seismic waves.
S waves	the second-fastest seismic waves
Where do earthquakes occur?	Earthquakes occur where tectonic plates are and when they rub together earthquake occur
What directly causes earthquakes?	What directly causes earthquakes is when two tectonic plates rub toget-her.

Note Sample 2

Essential Question:
What is punctuation?

| What does . mean? | A period is at the end of a sentence. |
| What does ? mean? | It is at the end of a qucstion |

Summary:
. means to a sentence.
? means to a question.

Note Sample 3

of an earth quake?

| List ways to safeguard buildings against earthquakes? | One way to safega buildings is to put wh of a building so earthquake occurs the rolls with the qua |

Lesson 4

Moho	Moho was discovered A place in the Eart the speed of seismic
shadow zone	an area on the surface where no seismic waves from earthquake can be d
why don't S waves enter the earth's outer are	The S waves th enter the core, th enter because the are in the inn and they can't

Note Sample 4

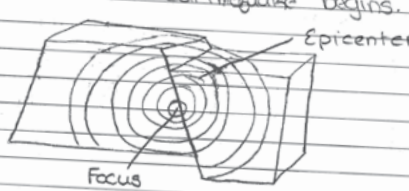surface directly above an earthquakes starting point the point inside the earth where an earthquake begins.

Figure 9 - An earthquake's epicenter is on the Earth's surface directly above the earthquakei focus.

| What is the difference between a seismogram a seismograph? | Well, a seismograph traces waves and a seismogram traces earthquake motion created by a seismograph. |

Three-Column Notes Ideas

First Source	Second Source	Combined Facts
Differences of First Idea	Similarities	Differences of Second Idea
Fiction Notes	Similarities	Non-Fiction Notes
Vocabulary Words	Meaning	Visual
Description	Information	Importance
Name	Characteristics	Real-World Examples
Concept	Advantages	Disadvantages
Questions	Book Notes	Class Notes
Topic	First Source	Second Source
Know	Want to Know	Learned
Pre-Reading	Reading Notes	Post-Reading

Three-Column Notes Samples

Graphic Frames for Note-Taking

We can compare different books!

By _____

The Grouchy Ladybug — The Very Hungry Caterpillar
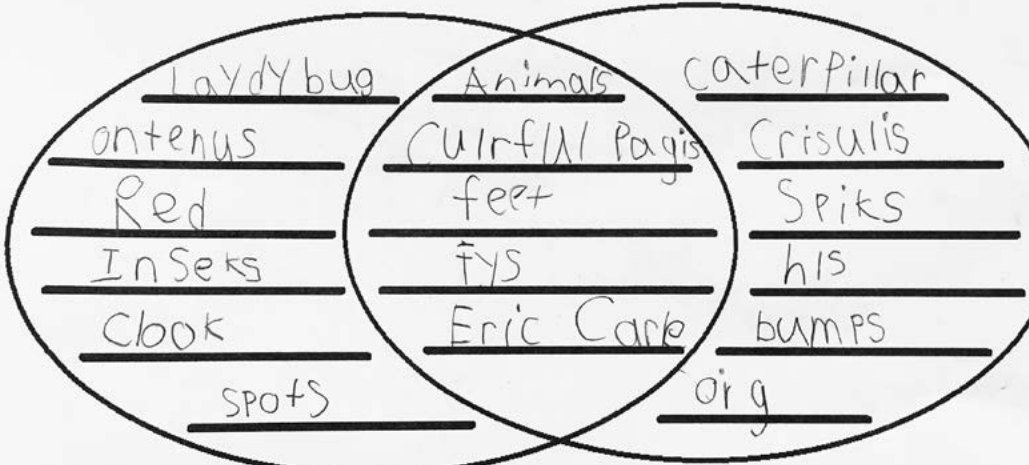
Venn diagram contents (left — The Grouchy Ladybug): Ladybug, Bugfood, Fifing, Kloxs, Hordwep, Sqots

Center (shared): Eric Carl, Smor pages, Aniumls, Big, Leef

Right — The Very Hungry Caterpillar: CoCoon, Kandye, goodfood, Caterpillar, face, Butrflie

We can compare different books!

By _____

The Grouchy Ladybug — The Very Hungry Caterpillar

Venn diagram contents (left — The Grouchy Ladybug): Laydybug, ontenus, Red, InSeks, Clook, spots

Center (shared): Animals, Culrflll Pagis, feet, fys, Eric Carle

Right — The Very Hungry Caterpillar: Caterpillar, Crisulis, Spiks, his, bumps, org

Two-Column Notes Assessment Tool

Name: _____   Date: _____

Content (accurate information recorded within notes)

	Present	Absent
Name, date, subject		
Title		
Essential Question or Learning Objective		
Left side: levels of questions, main ideas, key words, terms, steps for problem solving		
Right side: notes, facts, examples, definitions, problem-solving, pictures/graphic organizers		
Summary (optional)		
Evidence of the "After" layers of the STAR process		

(3) Advanced	(2) Satisfactory	(1) Developing	(0) Not Evident

Notes:

Three-Column Notes Assessment Tool

Name: _____ **Date:** _____

Content (accurate information recorded within notes)

	Present	**Absent**
Name, date, subject		
Title		
Essential Question or Learning Objective		
Left column: levels of questions, main ideas, key words, terms, steps for problem solving		
Middle column: levels of questions, main ideas, key words, terms, steps for problem solving		
Right column: levels of questions, visuals, native language, answers to problems, and personal connections		
Summary (optional)		
Evidence of the "After" layers of the STAR process		

(3) Advanced	(2) Satisfactory	(1) Developing	(0) Not Evident

Notes:

Guiding Questions and Class/Grade Level Holistic Analysis

While analyzing the student-created two- and three-column notes, use the guiding questions below to help consider various points of view about the work. Think about potential causes for the results seen, as well as how changes can be made to alter results in the future. Then, determine the strengths and areas of improvement for the entire class, or if working with other teachers, grade level.

Guiding Questions

- How successful were the students? Were successes/failures isolated to certain students?
- Did the content used in the assessment make generating the notes too hard? …Too easy?

Observations About Two- and Three-Column Notes

Two- or Three-Column Notes

How did the entire class perform with the development of two- or three-column notes?

  (3) Advanced   (2) Satisfactory   (1) Developing   (0) Not Evident

What did they do well?

What can be done to improve performance? If performance was rated as Advanced, how can rigor of the task be increased in the future?

Two-Column Notes Template

Name: _____   **Date:** _____

Essential Question:

Using Two-Column Notes With Texts

Name: _____ **Date:** _____

Use the following format designs to help track key information and ideas from your reading and arrange them into two-column notes.

Two-Column Notes Formats

Passage	Response
Quote	Importance or Connection
Character	Decision
Main Idea	Details
Key Idea	Questions or Connections
Plot	Conflict Resolution
Event	Impact

Plot (e.g., setting, characters, events, conflict) and Conflict Resolution for Fiction
(Complete using information from the text, as well as citations, if appropriate.)

Plot	Conflict Resolution

How Events Impact Characters in the Story
(Complete using information from the text, as well as citations, if appropriate.)

Event	Impact

Three-Column Notes Template

Name: _____ **Date:** _____

Essential Question:

Using Three-Column Notes With Texts

Name: _____ **Date:** _____

Use the following examples to help track key information and ideas from your reading and arrange them into three-column notes.

Example of Compare/Contrast Format, Version 1

Different	Same	Different
Pigs	Set of three animals that are the same species	Bears
They build different kinds of houses	They live in houses.	They have different sizes of furniture.

Example of Compare/Contrast Format, Version 2

Example: Let's Compare Animals

Category	Animal #1: Cat	Animal #2: Robin
Type of Animal	Mammal	Bird
Habitat	Outdoors or House	Trees
Food	Meat, Fish, Mice	Worms, Insects, Seeds
Interesting Fact	I have a cat named Meow.	They tweet to talk to each other.

Different	Same	Different

Category	Topic #1	Topic #2

1.2 The STAR Strategy

Student Objective

Students will develop note-taking skills by learning how to set up their notes properly ("S"), take notes across subject areas ("T"), add to their notes ("A"), and review their notes ("R").

Overview

As students are setting up and taking notes, the STAR Strategy expectation is that students will improve their study skills through interacting with their notes. For AVID Elementary classrooms, the "A" and "R" of STAR ("Add to notes" and "Review notes") are often required as steps within the note-taking process. Typically, this might be incorporated into the school day or as an expected part of a student's nightly study block. To develop the "A" and "R" of STAR, the steps have been broken down into layers, which provide guided support and direction to increase success for all students. AVID Elementary classrooms may work through each layer to improve study skills and prepare for the rigors of middle school, high school, and college.

Materials/Set-Up

- Teacher Resources:
  - 1.2a: The Layering Process
  - 1.2b: The Layering Process Sample
- Student Handouts:
  - 1.2c: The S, T, A, and R of STAR
  - 1.2d: Note-Taking Shortcuts
  - 1.2e: The Rate of Forgetting
- Chart paper or document camera
- Highlighters, markers, and colored pencils/pens

Instructional Steps

- Introduce the STAR strategy to students for note-taking. The S, T, A, and R of STAR and Note-Taking Shortcuts handouts are provided to aid this overview.
- Prior to note-taking, students will set up their notes by writing their name, date, and subject in the upper right-hand corner, followed by recording the title of the notes in the center and listing the resource used to obtain the information for the notes in the upper left-hand corner. Students will also properly title each column of their notes. By beginning with a proper set-up of the page and moving toward independence with this task, students will have developed the "S" in the STAR strategy ("Set up notes").
- Organize the information obtained from the chosen resource in the two- or three-column notes format. See examples of heading prompts on Student Handout 1.1I: Using Three-Column Notes With Texts for fiction and non-fiction in the previous lesson within this chapter. This, herein, will develop the "T" in the STAR strategy ("Take notes").

- Introduce students to the concept of developing the "AR" in the STAR strategy. Assist students in pulling out key information from the selected resource and organizing it appropriately.
- To develop the "A" in the STAR strategy ("Add to notes"), students will need to interact with their notes on a daily basis by making additions, deletions, or clarifications to their notes in a pen, colored pencil, or marker that is a different color than the color used to create their original notes. (See Teacher Resource 1.2a: The Layering Process.)
- To develop the "R" in the STAR strategy ("Review notes"), students will revisit and review notes regularly. This could mean that they rewrite their notes from memory, summarize their notes, or work with a study buddy to go over their notes and quiz one another.
- Utilize Student Handout 1.2e: The Rate of Forgetting to help students see the importance of adding to and reviewing their notes regularly. The more frequently they revisit the information, the better they will be able to retain that new learning.

To adapt this lesson for primary classes:

- When introducing note-taking to primary students, it's important to provide a lot of guidance and modeling. After completing interactive notes together, make copies of the notes for students, so they can work on adding their own ideas, symbols, or pictures to enhance their understanding of the concepts presented.
- Provide a template to students that prompts them through setting up their page. Within this template, predetermined information can be added in, so students are only responsible for filling out part of the notes.

Extension

- To increase rigor, ask students to independently choose their own format from a list, which enables them to set their own purpose for note-taking and allows for creativity. Have students work with partners or small groups to create a note-taking format after reading a complex text for the first time.
- To increase scaffolding:
  - Allow students to work in pairs or triads to complete note-taking activities.
  - Create a label with a directive for adding to notes each night (e.g., Connections Monday: highlight or underline important points, vocabulary, and/or ideas; Clarification Tuesday: identify main ideas in the left-hand column; Example Wednesday: add examples from the textbook, teacher, or self-created examples; Thinking Thursday: add Level Two and Three questions to notes by turning headings and section titles into questions; Review Friday: get together with a Study Buddy or study group to ask the self-created questions from yesterday). Note: Not *all* notes will include *all* layers *all* of the time.
- To integrate technology, allow students to create their notes digitally through Google Docs or another online application.

The Layering Process

Developing the "AR" of STAR

Tips

Using gel pens, colored pencils, and markers in contrast to what was used to create the original notes allows students to:

- Indicate that they have interacted with their notes.
- Delineate what was provided to them by the teacher or text and what their own personal thoughts and connections were.
- Solidify learning and aid in recollection of notes for visual learners, where color is key to retention.

Layer 1: Connections and Additions

Making Connections

Students add to their notes:

- Text-to-Text – how the subject/content connects to other texts/concepts that they've encountered
- Text-to-Self – how the subject/content connects to their own life or a personal experiences.
- Text-to-World – how the subject/content connects to the world around them

Additions

Students add to their notes:

- Vocabulary, ideas or concepts that they missed the first time or have learned since they wrote the notes
- By highlighting or underlining important points, vocabulary and/or ideas

Layer 2: Clarification

Students review their notes and add to the notes by providing information to clarify points, concepts or ideas:

- Look up words or phrases that are unclear and add the definitions, examples, synonyms/antonyms, etc., to notes.
- Gather more information if the concept can't be explained in one's own words.
- Add symbols or pictures to make concepts more clear.
- Identify the main ideas in the left-hand column.

The Layering Process

Layer 3: Specific Examples

Students review concepts by adding to notes:

- Textbook examples that are provided
- Other examples from the teacher or peers
- Examples that relate to personal life and experiences
- Memory triggers or visuals that connect to the concepts

Layer 4: Levels of Thinking

Inquiry is essential for deeper understanding of the content. In this layer, students incorporate higher levels of thinking into the note-taking process by:

- Developing Level Two and Three questions from the notes and adding to notes to assist with the study process
- Turning headings and section titles into questions
- Taking textbook or assessment questions

Layer 5: Review, Review, Review

Each layer affords an opportunity for students to review the content and increases the retention in long-term memory to assist students with achieving academic success. The following resources might prove helpful during the review process:

- Students study with a study group or Study Buddy and ask each other their self-created questions, utilizing their notes to answer.
- Students challenge their knowledge by answering questions from the end of the unit/chapter/series.
- Students review previous assessments or online sample assessment questions.

The Layering Process Sample

Mrs. Pengra
1/26/15
Math 6.6

Learning outcome: I can perform operations on rational numbers

Skill/Concept	Examples/My understanding
Relationship between rational #'s, integers, and whole #'s	Rational Numbers
	Integers
	1. 22 =
	22/100 = 11/50 -7
	-10/5
	0 -3
	Whole #'s
	5
	$\frac{-1}{4}$
Chart of Rational # examples; rational #'s can be turned into fractions.	3.25 = $3\frac{25}{100} = 3\frac{1}{4}$
	$\frac{2}{3}$
	$\frac{12}{5} = 12 \div 5 = 2\frac{2}{5}$

Rational Number	a number can be written as $\frac{a}{b}$ where a and b are integers, and $b \neq 0$
Rational #'s can be: decimal whole mixed # / improper fraction	all rational #'s can be made into fractions.
	examples:
	a.) $6 = \frac{6}{1}$ b.) $\frac{-3}{5} = \frac{3}{-5}$ or $\frac{-3}{5}$ The negative sign can be placed wherever
	c.) $0.75 = \frac{3}{4}$ d.) $-2\frac{1}{3} = \frac{-7}{3}$ $4\frac{2}{9} = \frac{38}{9}$

The Layering Process Sample

Mrs. Pengra
1/26/15
Math 6.6

Learning outcome: I can perform operations on rational numbers

Skill/Concept	Examples/My understanding
Relationship between rational #'s, integers, and whole #'s	1. 22 = $22/100 = 11/50$ -7 $\frac{-10}{5}$ Rational Numbers — Integers: 0, -3, Whole #'s: 5 $\frac{-1}{4}$
Chart of Rational # examples; rational #'s can be turned into fractions.	$\frac{2}{3}$ 3. 25 = $3\frac{25}{100} = 3\frac{1}{4}$ $\frac{12}{5} = 12 \div 5 = 2\frac{2}{5}$

Layer 2

Rewriting the main idea as a layer →

Layer 3

← Adding examples to show understanding as a layer

Rational Number	a number can be written as $\frac{a}{b}$ where a and b are integers, and $b \neq 0$

Rational #'s can be:
decimal
whole
mixed # / improper fraction

examples:

all rational #'s can be made into fractions.

a.) $6 = \frac{6}{1}$

b.) $\frac{-3}{5} = \frac{3}{-5}$ or $\frac{-3}{5}$ The negative sign can be placed wherever

c.) $0.75 = \frac{3}{4}$

d.) $-2\frac{1}{3} = \frac{-7}{3}$ $4\frac{2}{9} = \frac{38}{9}$

The Layering Process Sample

Mrs. Pengra
1/26/15
Math 6.6

Learning outcome: I can perform operations on rational numbers

Skill/Concept	Examples	**Layer 4** understanding

Relationship between rational #'s, integers, and whole #'s

R... 1. 22
$^{22}/_{100}$
$\frac{-10}{5}$
$\frac{2}{3}$

Chart of Rational # examples; rational #'s can be turned into fractions.

How can you turn 8 into a rational #?

How can you turn 0.3 into a rational #?

How can you turn 1 3/4 into a rational #?

$\frac{-1}{4}$

.25 =

$= (3\frac{1}{4})$

$= 12 \div 5 = (2\frac{2}{5})$

Rational Number   a number can be written as $\frac{a}{b}$ where a and b are integers, an...

Rational #'s can be:
decimal
whole
mixed # / improper fraction

ex a.)

c.)

How can you turn any # into a rational #?
ex. Whole #?
decimal?
mixed # / imp. fraction?

al #'s can into fractions.

or $\frac{3}{5}$ The negative sign can be placed wherever

$\frac{-7}{3}$

$4\frac{2}{9} = (\frac{38}{9})$

The S, T, A, and R of STAR

Set Up Notes
- Write name, class and date in upper right-hand corner.
- Write title of notes in center.
- Location of resource is listed in left-hand corner.

Take Notes
- Write facts, details, explanations, definitions, etc.
- Do not worry about spelling.
- Use abbreviations, pictures, drawings, graphs or pictographs.
- Skip or draw a line to separate important chunks of information.
- Use dots, dashes, numbers, letters, etc., as needed.
- Use color to differentiate, provide focus or highlight key concepts.

Add to Notes
- Make additions, deletions or clarifications.
- Highlight or underline important points.
- Identify the main ideas.
- Add symbols or pictures to enhance the notes.
- Add leveled questions that can be used during the review step to study from the notes and/or prepare for Socratic discussions.

Review Notes
- Review notes regularly: daily/weekly and before an assessment.
- Cover the notes then either rewrite the notes from memory or review aloud.
- Reflect. Summarize the notes; relate the subject to yourself and your personal experience.
- Work with a Study Buddy whenever possible.
- Recopy notes for neatness and readability, if necessary.

Note-Taking Shortcuts

(Texting Tips)

Use this…	When you want to represent this…
w/	With
w/o	Without
↑	Increase
↓	Decrease
+ or &	And
Initials	Names/places repeated throughout notes
*	Important
@	At (location)
b/c	Because
$	Money, cost, profit
=	Equal or connected
≠	Not equal, opposite or different
!	Important, alert
?	Questions
b/f	Before
/	Interchangeable content
4	For
2	To, too, or two
−	Minus, less, decreased

The Rate of Forgetting

Rate of Forgetting Without Study/Repetition

Percent
of Information
Retained

- 20 minutes = 58.2%
- 1 hour = 44.2%
- 9 hours = 35.8%
- 1 day = 33.7%
- 2 days = 27.8%
- 6 days = 25.4%
- 31 days = 21.1%

Time
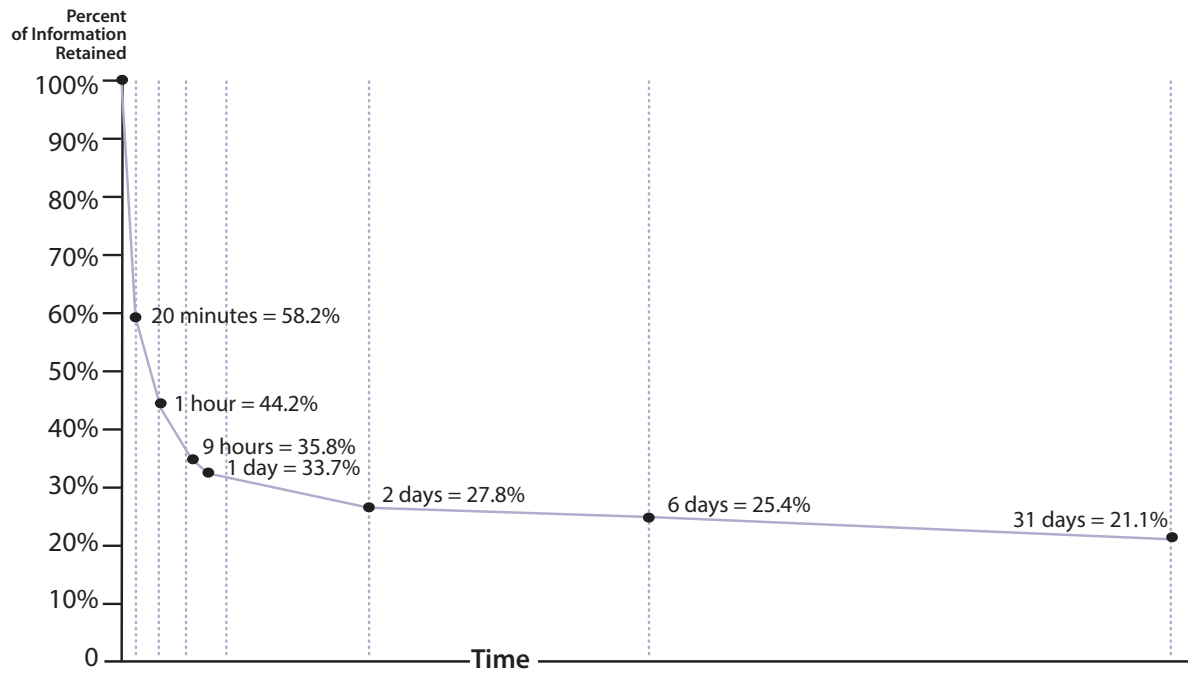
Rate of Forgetting With Study/Repetition

Percent
of Information
Retained

| 1st Repetition within 18 minutes | 2nd Repetition within 1 day | 3rd Repetition within 7 days | 4th Repetition within 31 days | 5th Repetition within 3 months |

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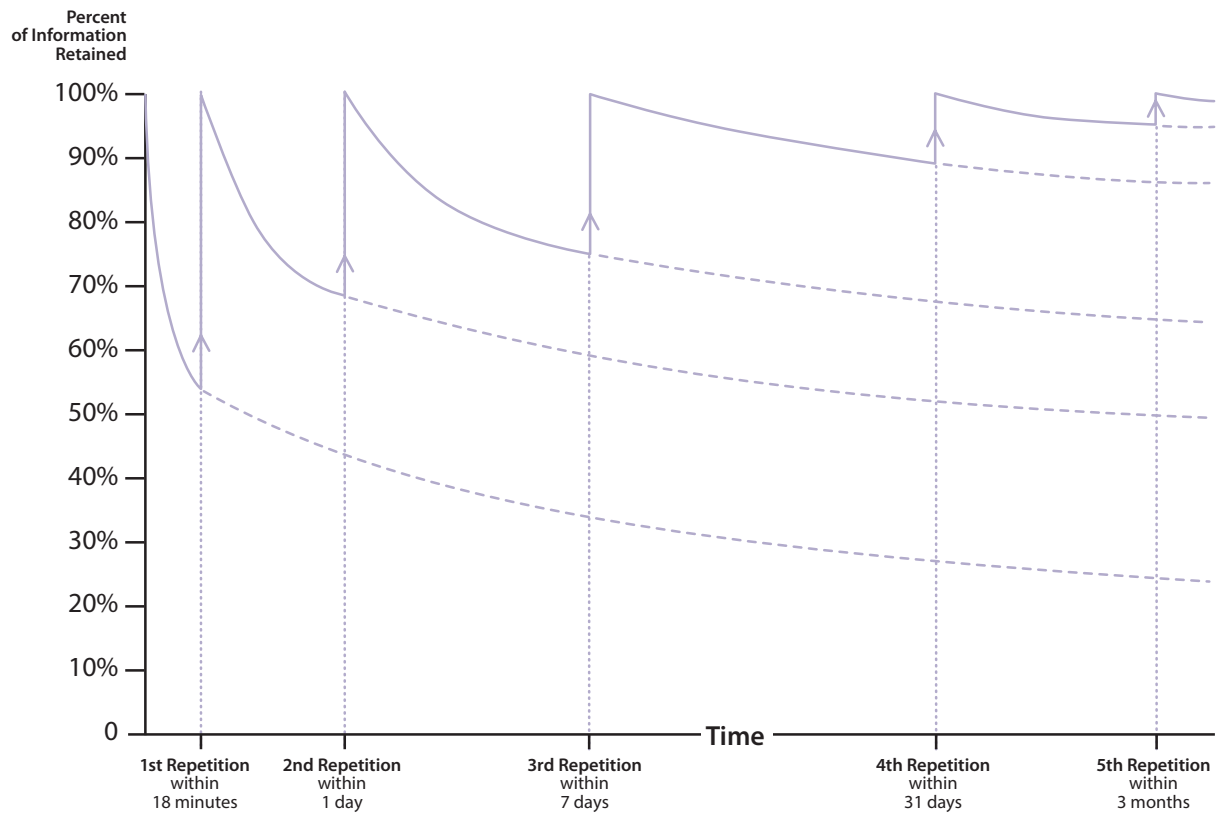
Ebbinghaus, H. (1885). *Memory: A contribution to experimental psychology.* New York, NY: Dover.

1.3 Quickwrites

Student Objective

Students will reflect on their current thinking or new learning by writing a phrase, sentence, or short paragraph in response to a prompt in any subject area.

Overview

Quickwrites are used before, during, or after a lesson, reading, video, experiment, or field trip. The purpose is to give students an opportunity to briefly reflect on learning through writing, activate prior knowledge, make connections, and/or prepare for a discussion. Student thinking can be quickly assessed through the review of quickwrites. Further, students are able to first think of a response individually and can then be made immediately accountable by having them share with a partner or at their table groups.

Materials/Set-Up

- Costa's Levels of Thinking Chart, for reference in creating prompts (See Chapter 2: Inquiry.)

Instructional Steps

- Plan the larger lesson to include one or more break points for students to stop for a quickwrite.
- Break points for quickwrites could include:
  - At the beginning of a lesson, to access prior knowledge on a topic
  - In the middle of a lesson, to reflect on key learnings up to that point
  - At the end of a lesson, to summarize the pertinent information
- Decide whether the quickwrite will be shared with a partner and/or in small or large groups.
- Provide, either verbally or in writing, a general or content-specific prompt. Suggested prompts are included below:
  - What piece of information strikes you as most important and why?
  - What are you wondering about regarding this topic?
  - How does this connect to our work in class?
  - Compare this idea to something that you already know.
- Ask students to write quickly, without editing, for two to four minutes.
- Debrief responses, do random checks, collect, or ask students to keep in their notes.

- Evaluate student thinking by reviewing trends in quickwrites as an informal assessment. For students' personal self-assessment, suggested prompts are included below:
  - Did I write for the entire time?
  - Did I support my idea with key details?
  - How well did my writing create a stimulating discussion with my partner?
  - What ideas do I have now, based on my discussion?

To adapt this lesson for primary classes:

- Ask students to practice quick chats with a partner or in a small group. Afterwards, ask them to write one word that their partner used or ask them to draw an illustration of the word.
- Ask students to sketch or draw their ideas and include letters, words, and/or phrases.
- Provide sentence stems with increasing language demands.
- Use interactive writing with the group by modeling a quickwrite—with students supplying the words—and scripting responses.
- Gradually release responsibility for the writing to students by first asking for a volunteer to model, and then asking other students to work with partners before doing individual work.
- Monitor work by circulating around the room and providing feedback.
- Debrief by asking students to share with partners and then the entire class.

Extension

- To increase rigor, ask students to generate their own prompts to use or share with the group. Ask them to use higher level questions/prompts from Costa's Levels of Thinking (Student Handout 2.1a).
- To integrate technology, ask students to create an ongoing blog or journal on Google Docs, with their quickwrites organized by topic or as a running reflection on ideas throughout the year.

1.4 One-Pagers

Student Objective

Students will synthesize their responses to a text or concept by preparing a one-page summary that uses both graphic representation and words to convey meaning.

Overview

The one-pager is a strategy for responding to a text that helps students demonstrate their unique understanding of a text and/or lesson. The purpose is to synthesize the meaning of the content and demonstrate visually and in words the meaning for the reader. It is also a tool to share perceptions among students and to allow the teacher to assess student comprehension. It can be used in a variety of ways, including: providing a platform for partner and group discussions that highlight different perspectives demonstrated in the one-pagers, serving as the basis for a Socratic Seminar discussion, or functioning as a review resource prior to a quiz or exam.

Materials/Set-Up

- Student Handouts:
  - 1.4a: Creating a One-Pager
  - 1.4b: One-Pager Samples
- Teacher-selected topics/units of study, to analyze and/or synthesize
- Unlined white paper
- Markers or colored pencils, and pencil or pen

Instructional Steps

- Following a unit of study, distribute the Creating a One-Pager handout and explain the requirements of the one-pager as follows:
  - Include two or more excerpts from the text/notes that are deemed important. (These excerpts should be notable quotes that jump out at the reader and paint a picture that illustrates thinking.)
  - Include a graphic representation (e.g., drawing, magazine picture, computer graphic, symbol). This should tie to the unit of study as a whole).
  - Include a personal response (i.e., comment, connection, interpretation).
  - Include a title (featuring the concept, unit of study, or text).
  - Fill the entire page.
  - Use markers or colored pencils for the graphics and pictures.
- Have students check off the box as they complete each task on the Creating a One-Pager handout.

To adapt this lesson for primary classes:

- Guide students to select images or ideas from a read-aloud and act out their interpretation of the text, idea, characters, or unfamiliar vocabulary.
- Show the One-Pager Samples Teacher Resource 1.4b, or display a teacher-created exemplar of a simplified version of a one-pager, and model how to create one after a read-aloud or reading assignment.
- Require one quote from the text. For early grades, ask for a word and illustration, and then build up to sentences and a short summary of the gist of the reading as appropriate.
- Move around the room, conferring with students as they draw and write responses.
- Ask students to share completed one-pagers in front of the class and allow other students to ask questions and make comments.
- Introduce the one-pager as a way to respond to text during independent reading time and ask students to talk about their choice of words and the meaning of the illustrations.

Extension

- To increase rigor:
  - Display one-pagers throughout the room and have students do a gallery walk to see how others represented the text or concept. Using sticky notes or a running comment sheet for each one-pager, direct students to note questions or comments for the author.
  - Ask students to revise and add on to their one-pager based on what they learned from a follow-up discussion or from viewing others' work.

Creating a One-Pager

Utilize the instructions below to express your comprehension of, reactions to, and connections with a specific area of study.

Within the one-pager:	
	Include first and last name, clearly displayed.
	Include concept, unit of study, and/or title and author of the text.
	Create a border that reflects the theme, concept, or message of the unit of study.
	Using the text as a beginning point, display your reactions, interpretations, and connections to the unit of study.
	Include visual images that have strong relationships to the unit of study.
	Draw a word cluster around one of the visual images. The visual word cluster should artistically symbolize the subject matter.
	Write a poem about an important figure, character, or member of the unit of study.
	Support your selections from the text, your artwork, and your opinions with a personal statement.
	Begin your statement with, "I believe...."
	Create Level One, Two, or Three questions, and then answer them with solid support from your notes on the unit of study.
	Be colorful and neat. Nothing should be left in plain pencil.

One-Pager Samples
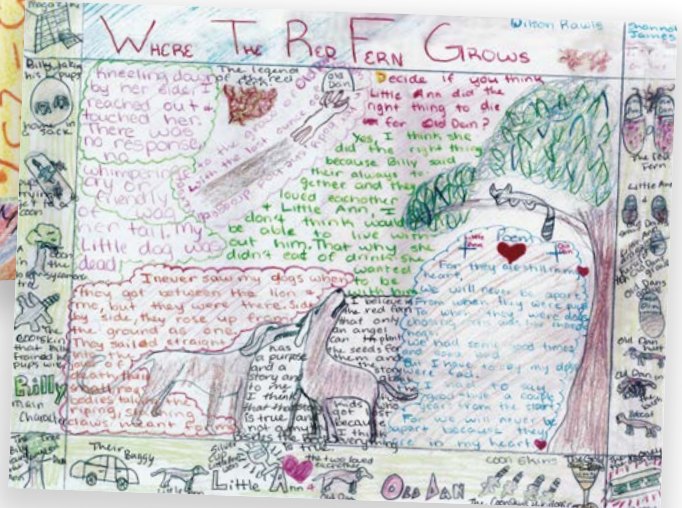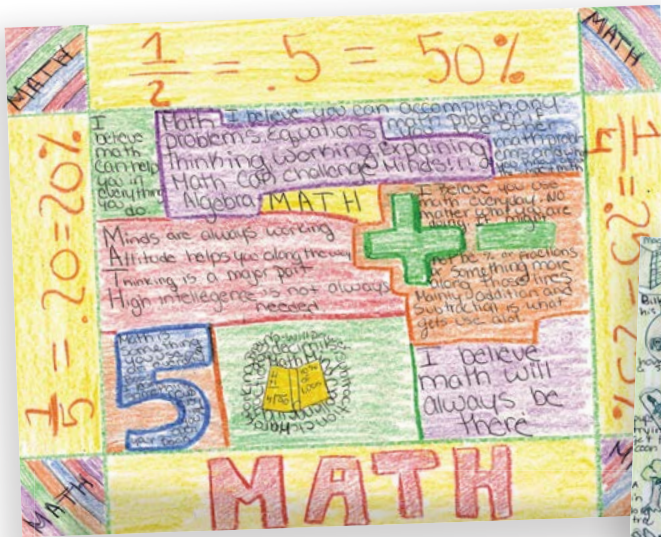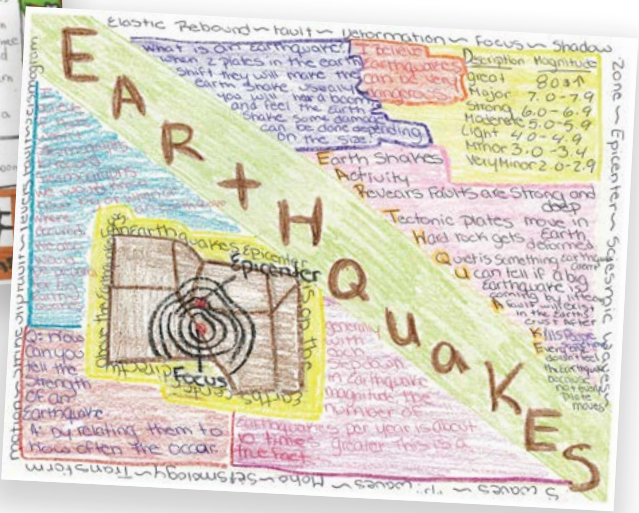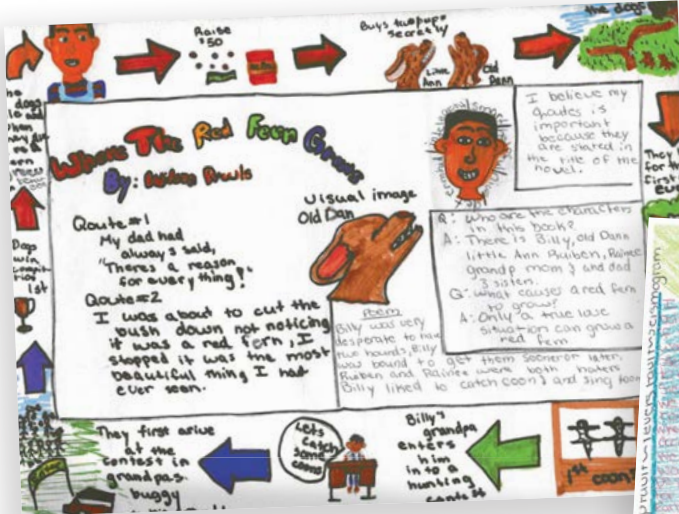
1.5 Word Banks

Student Objective

Students will evaluate and choose from words that are topic-related to complete a conversational or writing task using new vocabulary.

Overview

A word bank is a list of specific vocabulary that can be brainstormed by the class or in small groups to use in speaking and writing about the subject area being studied. The words can be preprinted on student worksheets or displayed for the whole class to reference. If the words are not created through a group brainstorm, teachers can provide a prepared list to allow for accurate spelling and help students build context and conceptual knowledge about the words. This activity can be combined with the use of sentence frames for speaking and writing, as it allows all students to review past knowledge of the concepts and integrate the academic language of the subject area into their writing. The word bank list can also be used to prompt discussions in partner work.

Materials/Set-Up

- Chart paper, interactive whiteboard, notecards, or student worksheets, depending on the display plan for the word bank

Instructional Steps

- Identify key vocabulary that is needed for the lesson being studied or ask the class to help brainstorm the list.
- Create a word bank for the terms that students should use in their written or oral responses.
- Either provide or ask students to create visuals to represent the words.
- Students may create their own examples of appropriate usage and practice saying the word in context with a partner.
- Students may then find the keywords in their unit of study and explore the different contexts.
- Use the word bank as a resource on chart paper or in student notebooks to provide support for their response through the use of academic vocabulary.
- Utilize these words in a fill-in the-blank format to complete a cloze sentence assignment.

To adapt this lesson for primary classes:

- Utilize a word bank to support students' use of academic language when students are responding to a topic orally.

Extension

- To increase rigor, have students generate their own word banks from a class reading or class instruction.
- To increase scaffolding, engage the class in a discussion about any words that are unknown to them.

1.6 Sentence Frames

Student Objective

Students will increase usage of academic language in both discussion and writing across subject areas.

Overview

A frame is a sentence with words removed to provide a language or writing support for students. This structure provides a framework for students to use in explaining their thinking. Usually the sentence frame consists of a subject and predicate. Sentence frames give students an opportunity to access the concepts and engage in the classroom conversation. Giving students part of the language or structure of a sentence allows them to focus on the concept, not the language. A sentence frame helps students see what an answer might look like and use the new content vocabulary in a meaningful way. Frames are helpful for all students, especially English language learners and others acquiring new academic language.

Materials/Set-Up

- Teacher Resource:
    - 1.6a: Sentence Frame Examples
- Sentence frames, prepared in advance to support lesson design and displayed on chart paper or sentence strips

Instructional Steps

- To use this strategy, set up a frame for students' writing that fits the lesson.
- Start a sentence and leave a blank line for students to finish the sentence. The blanks can be placed in the middle or at the end of sentences.
- The blanks can require the student to fill in one word or more than one word. Some sentence frames begin with a question, and the frame helps the student answer the question.
- Model the use of sentence frames, including the new content vocabulary presented in the lesson.
- Facilitate practice with partners or in small groups, using the sentence frame in conversation first.
- During the rest of the lesson, integrate this practice.
- At the end of the instruction, students should use the sentence frames to independently write about their learning.

To adapt this lesson for primary classes:

- Use sentence frames to scaffold students' thinking during partner or small-group discussions.
- Use differentiation of sentences to support growth in content vocabulary and sentence/thinking complexity.
- Copy sentence frames on large writing strips or cards to support students in explaining their thinking within their journals or learning logs.
- Provide sentence frames as part of an independent writing activity center.

Extension

- To increase rigor, vary the complexity and cognitive level needed to fill in the sentence frames. The video, "Using Sentence Frames to Jumpstart Writing" (https://www.teachingchannel.org/videos/jumpstart-student-writing), demonstrates sentence frames being used inside of a social studies classroom.

Sentence Frame Examples

Math
- There are _____ parts shaded and _____ equal parts.
- My number is _____. It has _____ tens and _____ ones.
- You can make my number by adding _____+_____= _____.

Description
- My animal is a _____. It has _____.
- Animals need _____, _____, _____, and _____ to live.
- The _____ is a kind of _____ that _____.
- Both _____ and _____ can be classified as _____ because _____.
- _____, _____, and _____ all have _____.

Compare–Contrast
- _____ and _____ are alike because they both _____.
- _____ and _____ are different because _____.
- We know this because on page __ it says _____, and on page __ it says _____.

Cause–Effect
- If _____, then _____.
- The effect of _____ is _____.
- One reason _____ happened is that _____.
- The result of _____ can be explained by _____.

Sequence
- First, _____, then _____, and finally, _____.
- At the beginning, _____, and by the end, _____.
- The final result was that _____ because _____.

Classification (from simple to more complex)
- _____ goes with _____.
- _____ does not go with _____.
- I would put _____ with _____ because _____.
- I think _____ belongs in the same category as _____ because _____.

Problem–Solution
- The problem of _____ can be solved by _____.

Persuasion (from simple to more complex)
- I think that _____.
- My position is _____.
- My point of view is that _____.
- I believe that _____.
- In my opinion, _____.
- I would like to lead you to believe that _____.
- I will try to convince you that _____.
- It is my belief that _____, and you should believe _____.

More Ideas
- I disagree with _____ because _____.
- I agree with _____ because _____.
- My question is _____ because _____.
- This surprises me because _____.
- My theory is _____ because _____.
- My claim is _____ because _____.

1.7 Learning Logs

Student Objective

Students will reflect in writing on their learning and purposefully record evidence of their observations and learning over time.

Overview

A learning log is a written record kept over time to allow students to reflect on their use of teacher-identified strategies and log (i.e., record with purpose) their learning in various subject areas. It is more specific than a journal, focusing on progress about their thinking, observations, or content expertise over time. Whereas journals focus on a more subjective, personal, and often self-directed form of writing, learning logs sharpen the ability to observe and document evidence of learning as it occurs. They may use drawings, charts, data displays, solution options, and written labels. Logs can be used in math, science, and social studies to document observations, questions, claims, evidence, reasoning, and explanations. Logs are a valuable format for integrating the subject areas. Teacher evaluation of the learning log can focus on supporting students in setting goals, reflecting on the use of strategies, documenting progress, and communicating what they don't understand. Teachers can use learning logs to assess student understanding and adjust instruction based on evaluation of trends observed in the students' work.

Materials/Set-Up

- Student Handouts:
    - 1.7a: Learning Log Starters and Prompts for Reflection
    - 1.7b: Process Learning Log
    - 1.7c: Interest-Based Learning Log
    - 1.7d: Application Learning Log
    - 1.7e: Weekly Learning Log
- Pencil, markers, colored pencils, crayons, or pens, and notebook, binder, or folder
- Student exemplars or teacher-prepared models of learning log format and responses

Instructional Steps

- Select the format for students to use and show them how to set up their pages for the learning log. Typically, students keep these logs in a binder, notebook, or folder.
  - Depending on the content, a generic format for various categories or different premade templates may be used.
- Model the use of the format with a lesson, using large chart paper or a projection screen. Allow space for colorful sketches with labels as appropriate.
- During the lesson, stop to allow students to document their own observations, connections, or questions, using the same format as the teacher is modeling.
- Ask students to share their learning logs with a partner and ask questions or make comments.
- Provide sentence stems with increasing cognitive and language demands as appropriate.
- Encourage students to share thought-provoking entries with the whole class.
- Periodically review all student entries to assess their learning or randomly select groups to review and provide comments for feedback.

To adapt this lesson for primary classes:
- Provide the format on a handout for students or give them a template out of which they'll work.
- Label key ideas and ask students to add their own ideas and pictures.
- Ask students to sketch or draw their ideas and include letters, words, and/or phrases.
- Provide fill-in-the-blank formats (e.g., I claim that _____, and my evidence is _____) or sentence frames (e.g., I solved the problem by…, I learned that…).

Extension

- To integrate technology, ask students to create an ongoing blog or Google document with graphs created using technology and imported photos or clipart.

Learning Log Starters and Prompts for Reflection

- 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 him/her that _____.

- What advice would you give next year's class about…? _____.

- Write three sentences describing what you learned, making sure to cite evidence.

- Write two sentences explaining how and why you used a specific strategy.

Process Learning Log

Name: _____

Date: _____

Directions: Please fill out this learning log based on what you learned in class today.

What I Did	How I Worked and How I Learned	What I Learned

Solomon, B. (2011). *The student success path.* San Diego, CA: AVID Press.

AVID

Interest-Based Learning Log

Name: _____

Date: _____

Questions	Notes
What did you learn today?	
What did you find interesting in what you learned?	
What questions do you have about what you learned?	

Solomon, B. (2011). *The student success path.* San Diego, CA: AVID Press.

Application Learning Log

Name: _____

Beginning 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.)

Solomon, B. (2011). *The student success path.* San Diego, CA: AVID Press.

Weekly Learning Log

Name: _____

Begin Date: _____

Week of: _____

English/Language Arts:

Mathematics:

Social Studies:

Science:

Other:

Solomon, B. (2011). *The student success path.* San Diego, CA: AVID Press.

1.8 Journal Writing

Student Objective

Students will use writing to reflect on their learning and either free write on a self-identified topic or respond to questions or prompts using their background knowledge and personal connections.

Overview

Journaling can allow students to reflect on their progress toward learning goals and identify strengths, challenges, and strategies for learning. Students make connections to other subject areas, previous learning, texts, their experience, and events in the world. Journaling may consist of a collection of notes, thoughts, and sketches built up over time. The purpose of journaling is to enhance learning through the process of writing and make connections to one's unique personality, learning style, preferences, and experiences.

Materials/Set-Up

- Student Handout:
    - 1.8a: Journal Writing Starters
- Pencils, markers, crayons, or pens
- Notebook or paper and binder
- Electronic devices with file-saving capability, if using technology
- Student exemplars or teacher-prepared models
- Planned prompt or free writing assignment

Instructional Steps

- Model the process of journal writing and display a collective journal on large chart paper.
- Discuss the reasons for keeping a journal and the ways that it will be used as a learning tool, which might include: providing lists of ideas for future writing pieces; expressing feelings; communicating back and forth with the teacher; and reflecting on life experiences, people, and personal reactions to different school and life situations.
- Distribute Handout 1.8a: Journal Writing Starters to students or ask them to respond to questions or prompts relating to texts, classroom activities, or personal experiences.
- Create regular opportunities for students to write in their journals, perhaps a few minutes before or after a learning activity, or alternatively, at the end of the day or instructional unit. Free choice of a topic can be allowed periodically or a short amount of free writing time can be provided daily.

- Decide when and how students will share their journals with other students or the teacher.
- Allow for partner, small-group, and whole-group sharing of journal entries and ask listeners to notice effective writing practices and provide feedback, or ask questions of the student author.
- Determine the expectations for editing and revisions, as well as whether the journal will be a brainstorming and first-draft document or published for an audience.

To adapt this lesson for primary classes:
- Allow students time for discussion as a rehearsal for sketching and/or writing.
- Draw a picture and talk about it. Model writing a story to go with the picture. Start with a first sound, word, phrase, or sentence depending on your group's level of writing.
- Encourage drawing on paper in their journal without lines, so they can sketch, and ask them to describe their drawing using sentences. Provide markers or colored pencils for younger writers. Scribe the words or sentences for students next to their drawing. Ask them to read their journal to you or to the group.
- Next, ask students to sketch or draw their ideas and include letters, words, and/or phrases.
- Provide sentence stems with increasing language demands.
- Provide stickers, stamps, or pictures to stimulate thinking and creativity.
- Continue to model the collective journal, keep it visible over time, and provide opportunities for students to take turns writing in front of the class as a way to add to the group journal.
- During independent time, encourage the class to read the collective journal as a center, a pre-arranged section of the classroom in which students engage in self-directed learning activities.

Extension
- To increase rigor, pose higher level questions that require synthesis of information from different sources. Ask students to design journal entry prompts for the class based on the lesson content and using Costa's Level 2 or 3 tasks, questions, or prompts.
- To integrate technology, ask students to create an ongoing blog or Google document with graphics and graphs created using technology, as well as imported photos or clipart.

Journal Writing Starters

- One of the things that I do best is….

- I'm not sure how to….

- I can help others….

- If there was a new student in class and I asked you to teach him/her 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 him or her 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, 10) 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

1.9 Stretch Journal

Student Objective

Students will use writing to make personal connections to new learning by taking notes about what they did, how they did it, and how they can use it in the real world.

Overview

Writing about a new learning experience allows for critical thinking to process and integrate new ideas and concepts into previous learning and conceptual schema. This kind of activity helps keep new learning in long-term memory while encouraging connections to other ideas and experiences. Students will use a three-column-note format and respond in pictures, words, phrases, sentences, or paragraphs.

Materials/Set-Up

- Teacher Resource:
    - 1.9a: Stretch Journal Sample
- Student Handout:
    - 1.9b: Stretch Journal Chart
- Pencils, markers, crayons, or pens
- Paper or notebook
- Electronic devices with file-saving capability, if using technology
- Additional student exemplars or teacher-prepared models

Instructional Steps

- Model the process by writing in the columns and display it on chart paper or through the use of technology.
    - Set up the paper in three columns.
    - At the top of the first column, respond to the following question: What did we do?
    - At the top of the second column, respond to the following question: How did we use it?
    - At the top of the third column, respond to the following question: How will I use it in the real world?
- Distribute the Student Handout 1.9b: Stretch Journal Chart to students and ask them to take notes at the end of a lesson, day, week, or unit of study.
- Discuss the reasons for keeping this particular kind of stretch journal and the ways that it will be used as a learning tool. Explain that learning makes more sense when it connects to something that we already know and you can see how it might be utilized in the real world. This provides a purpose for the learning and an image hook to trigger memory and connections in the brain.
- Decide when and how students will share their journals with other students, the teacher, and/or their families.

To adapt this lesson for primary classes:

- Allow students time for discussion about their learning, why they need to learn specific academic language, and how they are learning. Discussion serves as a rehearsal for writing and helps to develop confidence prior to writing.
- Ask students to sketch or draw their ideas and include letters, words, and/or phrases.
- Provide sentence stems with increasing language demands.
- Have students use a recording device to record thoughts verbally that can be saved and reviewed over time.
- Create and model the whole group stretch journal and keep it visible over time.
- Have students begin to share their writing by demonstrating their entries in front of the class, using either a large chart format or technology, or with a partner.
- Gradually release students to write with a partner, and then independently.
- Debrief and give feedback.

Extension

- To integrate technology, ask students to create an ongoing blog or Google document with graphics and graphs created using technology, as well as imported photos or clipart.

Stretch Journal Sample

Name: _____

Date: _____

What did we do?	How did we use it?	How will I use it in the real world?
Today we wrote about an event that we had witnessed recently that might appear on the news or internet. *I wrote about my experience at the Winter Olympics in Vancouver, Canada.*	*We used our box strategy to brainstorm our ideas, and then we developed our first draft. Our final drafts are due next week.*	*My big brother told me that he would help me take my story and place it on a blog page.* *He might even help me develop my own blog page this weekend. I want to also put my favorite song from the Olympics on there, too.* *My teacher said I could send it to the local paper, and they may publish it.*

Stretch Journal Chart

Name: _____

Date: _____

What did we do?	How did we use it?	How will I use it in the real world?

1.10 Double-Entry Journal

Student Objective

Students will use writing to make personal connections and respond to a unit of study by recording notes on the left and their thoughts on the right in a two-column format.

Overview

This writing-to-learn tool can be used in any subject area as a response to reading a text, a text read-aloud, a discussion or debate, or a video viewing. One option is to provide the quotes or key concepts ahead of time as a prepared handout to scaffold student comprehension. The entries can help the students solidify their learning by revealing connections, questions, or misconceptions in need of correction.

Materials/Set-Up

- Teacher Resources:
  - 1.10a: Double-Entry Journal Sample for Intermediate Level
  - 1.10b: Double-Entry Journal Sample for Primary Level
- Pencils, markers, or pens
- Notebooks or paper and binders
- Electronic devices with file-saving capability, if using technology
- Additional student exemplars or teacher-prepared models

Instructional Steps

- Ask students to set up their paper in the two-column note format, following the STAR strategy. They should label the left side as "Text Evidence" and the right as "My Thinking." Alternatively, a prepared handout may be provided.
- Provide an example displayed on chart paper or via technology.
- Textual evidence should be recorded on the left side and may include any of the following: quote, word, phrase, sentence, or summary. (A page number and/or paragraph number should always be recorded, if available.)
  - Quote directly from the text/unit of study with words, phrases, or sentences that are important points, that you admire.
- In the "My Thinking" column, write down any sections or words that you don't understand or about which you have questions.
  - Write down anything that you find challenging, unfamiliar, or unique—any idea or image that strikes you as memorable.
  - This column can contain connections, reactions, predictions, or questions.
- Students can share some of their responses with a partner or in small groups to seek clarity through collaboration. Ideas or words that need explanation or clarification can be shared with the entire class.

To adapt this lesson for primary classes:

- Allow students time for discussion about their learning, why they need to learn specific academic language, and how they are learning. Discussion serves as a rehearsal for writing and helps to develop confidence prior to writing.

- Ask students to sketch or draw their ideas and include letters, words, and/or phrases.

- Provide sentence stems with increasing language demands (e.g., I wonder…, I predict…, One important point is…, I agree…, I disagree…, I have a question about…, I feel…, This reminds me of…, I can make a connection to another text, my life, or the world in that…).

Extension

- To integrate technology, ask students to create a Google document—in a question-and-answer format—using two columns.

Double-Entry Journal Sample for Intermediate

Text Evidence Quote or description pulled from text	My Thinking Connections, predictions, reactions, or questions
Note: The teacher may pull the quote from a text or video. Students may be asked to pull significant quotes or sections and exchange with another student or use for the entire class.	Examples: I'm inferring…. This reminds me of a connection to…. I'm confused about this because…. This changed the way I'm thinking because…. Another way of thinking about this is….
Example from an AVID reading: "Rigor without support is a prescription for failure. Support without rigor is a tragic waste of potential." – Mary Catherine Swanson *Wall of Fame*	This changed the way I'm thinking because when you are given a really difficult task, it's important to be able to have help. At the same time, all students should be able to take on things that are hard for them to do because it's the only way for them to learn new things.
Example from an intermediate text: "An iron giraffe. A red giraffe that made very loud noises. The giraffe was a tall drill that had been brought to the village by two men who had visited earlier." – Linda Sue Park Excerpted from *A Long Walk to Water*	I'm inferring that the character in this story has never seen a water well drilling rig because she lives in Africa in an area without modern conveniences. She is comparing this unfamiliar sight to something known well to her: the giraffe. This development is good news for the village as they are likely to get a well for water that will eliminate the need to carry water long distances each day.

Double-Entry Journal Sample for Primary

Text Evidence Quote or description	My Thinking Drawing of, or writing thoughts about, the related quote or description
Example from a read-aloud: "Vasya *heard* the colors singing. Vasya *saw* the music dancing." – Barb Rosenstock Excerpted from *The Noisy Paint Box: The Colors and Sounds of Kandinsky's Abstract Art*	

D–L–I–Q Reflection Frame

Student Objective

Students will break down a learning experience by analyzing what they did (the activity), what they learned (how their thinking changed), and what they found interesting, as well as by identifying remaining questions.

Overview

This writing format provides a structure for students to reflect on their learning and allows teachers to quickly assess student thinking and formulate key questions that remain about the content.

Materials/Set-Up

- Teacher Resource:
  - 1.11a: D–L–I–Q Sample
- Student Handouts:
  - 1.11b: D–L–I–Q (Daily)
  - 1.11c: D–L–I–Q (Weekly)
  - 1.11d: D–L–I–Q Words and Pictures
- Exemplar of student or teacher model to display
- Page set-up consisting of letters or words on chart paper, a whiteboard, and/or a handout
- Writing tools and paper

Instructional Steps

- Model the page set-up and demonstrate examples of reflections on a lesson by responding in sentences or paragraphs to each of the following categories:
  - Did (What did you do during the lesson?)
  - Learned (How did your thinking change as a result of the lesson?)
  - Interesting (What did you find fascinating or surprising?)
  - Questions (What questions still remain about this topic?)
- Provide scaffolding using questions that are posted for each letter in student-friendly language adjusted for the age group.
- Provide premade note-taking formats with letters/words/pictures as appropriate or ask students to set up their own notes by folding paper in half lengthwise, folding it in half again, and then writing D, L, I, and Q at the top of each column.
- Ask students to share responses with partners or in small groups. Direct them to share what they found most interesting and compare ideas.
- Close by asking students to record a question that at least three people have on a sticky note and post them for the class to review and the teacher to utilize for further clarification or extensions of the lesson.
- The D–L–I–Q frame can be used after a lesson, a day of lessons, or for the week. It might be used as a communication tool with parents to help students get started when asked, "What did you learn at school today?"

To adapt this lesson for primary classes:

- Add pictures to each letter or next to the word to provide triggers for the concept and insert a visual for each word/letter.
- Model shared and interactive writing to debrief lessons using the D–L–I–Q format for the day or week.
- Gradually release students to work in partners while using pictures, letters, and words to show their thinking.
- Ask students to practice responding to this framework using sentence stems in conversations with a partner prior to writing.

Extension

- To increase rigor, ask a student to come to the front and model responses after a lesson. Call on a different student for each letter: D, L, I, and Q.
- To increase scaffolding, provide conversational practice first and allow pairs to assist each other in writing.
- To integrate technology, provide the template in Google docs for sharing with the teacher and other students.

D–L–I–Q Sample

D–L–I–Q

Did
We learned about learning styles auditory, visual and Kinesthetic. We took a test to find out what style we learn best in for school.

Learned
I learned that I am Kinesthetic. I also learned that I already do some things a certain way because I am Kinesthetic.

Interesting
I liked that I found out some of the things I do already are ways Kinesthetic learners can learn. Like I walk around when I am studying notes and I like to sit in my beanbag to read or take notes. COOL!

Questions
How many teachers are Kinesthetic?
What famous people are Kinesthetic?
What styles are my parents and sister?

D–L–I–Q (Daily)

Did:

Learned:

Interesting:

Questions:

D-L-I-Q (Weekly)

Name: _____   **Date:** _____

Key: D = Did • L = Learned • I = Interesting • Q = Questions

Monday   Date:_____

    D _____

    L _____

    I _____

    Q _____

Tuesday   Date:_____

    D _____

    L _____

    I _____

    Q _____

Wednesday   Date:_____

    D _____

    L _____

    I _____

    Q _____

Thursday   Date:_____

    D _____

    L _____

    I _____

    Q _____

Friday   Date:_____

    D _____

    L _____

    I _____

    Q _____

D-L-I-Q Words and Pictures

Name: _____ **Date:** _____

Did

_____

— —

Picture It

Learned

_____

— —

Picture It

Interesting

_____

— —

Picture It

Questions

_____

— —

Picture It

1.12 KWLA

Student Objective

Students will activate what they know, understand what they need to know, express what they have learned, and apply the learning in their life.

Overview

Asking students to list what they already know about the topic helps them connect to prior knowledge. It also helps the teacher diagnose strengths and needs of the class prior to a lesson. When they identify what they want to learn, it allows each student to set a goal or purpose for the lesson. This intentional focus sets the stage for then identifying what has been learned and how it will be applied. Connecting with a use for learning facilitates integration into long-term memory. When done collaboratively, this activity is used to elicit collective background knowledge, to build purpose for a learning task, and to chronicle learning, all while allowing students to build on each other's learning.

Materials/Set-Up

- Student Handout:
    - 1.12a: KWLA Chart
- Chart paper and markers
- Notebook paper and pencils/pens

Instructional Steps

- Draw four columns on chart paper. Label the columns of the KWLA chart: What I Know, What I Want/Need to Know, What I Learned, and How I Will Apply It.
- Identify a text selection or topic for pairs or small groups of students to consider during the activity.
- Distribute the KWLA Chart to students. Ask them to brainstorm and enter information in the first column to indicate what they already know about the topic—an expedient way to discover students' prior knowledge.
- Ask students to brainstorm questions in the second column indicating what they want/need to know about the topic to better understand it—helping to establish purpose during the learning activity.
- After engaging with the text/topic, have students revisit the KWLA to identify what they've learned in the third column and how they will apply it in the last column.

To adapt this lesson for primary classes:

- Start by modeling this strategy with just KWL, and then add the A (Apply) after students are familiar with the process.
- Ask students to draw ideas and label them with letters, words, or phrases, building up to sentences in their writing.
- Provide sentence stems for oral rehearsal and to frame writing responses.
- Model the sentences for the class and ask them to copy into their notes.
- Have students complete portions of the KWLA Chart with partners before working as a large group. This creates more opportunity for rehearsal and oral language practice.

Extension

- To increase rigor, use the KWLA Chart, which provides a method of note-taking for students to construct summary paragraphs about the topic or concept. Students elaborate on each section and add details to support their thinking and evidence from various sources.

KWLA Chart

Name: _____ **Date:** _____

K	W	L	A
Know	**Want to Learn**	**Learned**	**Apply to Your Learning or the World**
What do I already know about this topic?	What do I want to learn about this topic?	What did I learn about this topic? What are the specific details or main ideas?	How will I apply what I learned in school or the world? How does today's learning relate to me and my experiences?

Inquiry

Visit the *AVID Elementary Foundations: A Schoolwide Implementation Resource* webpage on MYAVID for additional materials and resources.

Inquiry

At the heart of inquiry is the creation of a learner who will think deeply about content in order to arrive at a more complete level of understanding. Inquiry within the classroom fosters an environment where students question, analyze, discuss, and construct a greater understanding of the world around them and the content being studied. A key to successfully integrating inquiry within the classroom is an understanding that questions—specifically ones that lead to deeper levels of thought—must be both teacher- and student-driven. A well-crafted question can guide students to a deeper examination of their learning so that they can approach an answer only after considering multiple perspectives and sources.

Since inquiry focuses on moving past the superficial understanding of content and spending more time on how information fits together, the result creates students who are better able to analyze and synthesize a cogent response. When teachers begin with a well-constructed question, the classroom becomes a place where students understand that inquiry is a key to learning, metacognition is modeled, and learning goals become transparent (McTighe & Wiggins, 2013). As thinking and questioning become a more integral part of the classroom, students will think more critically and arrive at a more holistic understanding of course material, rather than superficial memorization of information.

When inquiry becomes a focus in the classroom students are better able to deeply engage in discussions, ask clear and thought-provoking questions, and analyze information in order to synthesize a more complex response (Conley, 2013). Although AVID uses Costa's Levels of Thinking as a basis of inquiry, it is important to note that true inquiry is not about putting a word in front of a question, but rather, it is about the intellectual function that these words should evoke when used properly. Higher level questions are key aspects of several AVID strategies, such as Socratic Seminar, Philosophical Chairs, and Collaborative Study Groups. The inclusion of such strategies within the classroom allows students the opportunity to analyze, reason, clarify, discuss, and ultimately synthesize a more complete level of comprehension. In fact, Conley (2007) asserts, "In order for students to be prepared for success in college classes, they must be able to engage in complex problem solving, understand and analyze research, and reason with precision and accuracy."

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

- Develop a student's ability to self-advocate and become responsible for their own learning
- Support critical thinking about decisions, forming an opinion, and justifying claims
- Engage students in all levels of critical thinking

Inquiry and Levels of Thinking

One of the core strategies that AVID utilizes to support students' academic growth is the implementation of Costa's Levels of Thinking to promote deep thinking about a topic. When the classroom provides opportunities for both teachers and students to generate meaningful questions, it supports inquiry in a variety of other areas, such as Collaborative Study Groups, Philosophical Chairs, and Socratic Seminars. The result is a classroom environment that promotes rich discussions.

Student-Driven Inquiry

One key area of development is the ability of students to first know about the three Levels of Thinking, and then be able to craft their own levels of questions. This initial awareness of Costa's Levels of Thinking allows students to understand the varying levels of complexity involved with answering each level of question (Costa, 2001). The *gathering/recall* (Level 1) can be viewed as the copy-and-pasting level. It involves creating lists, definitions, or simple memorization where the ideas can be found word-for-word in a text. The ***processing*** (Level 2) involves bringing two or more pieces of information together and requires the student to synthesize, find similarities, discover differences, or group concepts. Although the information that is being pulled together can still be found in the text, this level requires students to find the connections between ideas. The third level, ***application***, involves the student pulling together multiple pieces of information, similar to the second level, but also requires the student to utilize their own ideas to create a cogent answer. During this level, students evaluate, imagine, predict, and judge, which requires the combination of ideas that they have learned with their own thinking in order to apply that information.

When students learn to answer and craft their own Level 2 and 3 questions, they can begin applying that skill to a wide variety of other areas. One area where this is supported is when the student learns new information. From tasks such as projects, readings, or lectures, they learn to filter that knowledge through a lens that looks for prior connections and works to apply that information to new areas. Another benefit of student-generated Level 2 and 3 questions comes from a student's ability to enrich dialog in a variety of areas, including structures like Collaborative Study Groups, Socratic Seminar, and Philosophical Chairs. Finally, utilizing Costa's Levels of Thinking provides students with a method to engage in tasks that require new or novel approaches, such as project-based learning, card sorts, or unfamiliar content.

Teacher-Driven Inquiry

A key area, which is often overlooked, is the teacher's role in supporting inquiry in the classroom. It is critical that teachers create an environment that supports and values inquiry within the classroom. First and foremost, the teacher should consider what types of questions they ask of their class and whether the level of question changes based on the student who is being asked. To support the ability of all students to think deeply about a topic, consider asking a thought-provoking question to the entire class, and then provide time for students to collaborate before having them answer. Teachers can also support deeper Levels of Thinking by creating an Essential Question at the beginning of a lesson to help direct student learning (McTighe & Wiggins, 2013). Finally, teachers should work collaboratively with other educators to assess students' abilities to generate the various levels of questions and set goals to help support student learning.

2.1 Costa's Levels of Thinking

Student Objective

Students will assess and formulate questions utilizing higher order thinking to deepen their learning.

Overview

At the core of deep thinking is the creation of questions that drive students to learn content in a more meaningful way. Costa's Levels of Thinking provide both students and teachers with the opportunity to examine information from a variety of lenses. It is important to know that critical thinking and questioning permeates into every aspect of the classroom—from the types of questions that you ask students verbally and on tests to the way that students question each other and think about texts that they are reading.

Materials/Set-Up

- Student Handouts:
  - 2.1a: Costa's Levels of Thinking
  - 2.1c: Costa's Levels of Thinking Card Sort (printed on cardstock)
- Teacher Resource:
  - 2.1b: Costa's and Bloom's Levels of Thinking: Comparison Chart
  - 2.1d: Costa's Levels of Thinking Card Sort Answer Key

Instructional Steps

- Discuss with students the importance of critical thinking and how the types of questions asked shape the depth of learning.
- Distribute Student Handout 2.1a: Costa's Levels of Thinking to students.
- Inform students that the three levels of questions are broken up primarily by where the answer can be found.
  - Level 1: This level can be thought of as a "copy and paste." These answers can be found by pointing to a place in the book. Examples include:
    - Define reliable. (Can point to a spot in the dictionary.)
    - Recite the Pledge of Allegiance. (Can be found in a book.)
  - Level 2: This level would require looking at two places and pulling that information together. Examples include:
    - Compare fruits and vegetables.
    - Sort living things into groups.
  - Level 3: This level might pull information from many places, but brain power and higher level thinking are needed to make a final decision about what is right. Examples include:
    - Use judgement to determine what is the best type of food.
    - (From the book *The Mouse and The Motorcycle*) Predict what will happen to Ralph when he gets his motorcycle.

- At each level, have students practice creating other examples of questions that represent that level.
- As the teacher, Costa's Levels of Thinking should help shape many aspects of instruction, including the questions that are asked of students during learning, the questions that are asked when assessing learning, essential questions to frame the day's learning, and types of questions that students ask.
- Use Student Handout 2.1b: Costa's and Bloom's Levels of Thinking: Comparison Chart to help frame the types of questions asked during class and facilitate moving students' learning from a level of input to levels of processing and output.
- To assess students' understanding of Costa's Levels, have them cut out the cards comprising Student Handout 2.1c Costa's Levels of Thinking Card Sort.
- Have students work in groups to sort the words into the three distinct levels.
- Use Student Handout 2.1d: Costa's Levels of Thinking Card Sort Answer Key to determine if students are grouping the words correctly.

To adapt this lesson for primary classes:
- One of the best ways to incorporate Costa's Levels of Thinking is to incorporate the three levels into the types of questions that you ask of students.
- When reading stories, pause to pose prediction questions, asking students to: judge if the character is making smart choices, justify their answers, and analyze how the character is different from the beginning and end of the story.
- Consider using graphic organizers, such as Venn diagrams (to facilitate comparing and contrasting) and the Chronological Sequence (to facilitate sorting and sequencing in Chapter 4: Organization).

Extension
- To increase rigor, have students practice creating higher level thinking questions when working with other students, crafting questions within texts, or generating notes.

Costa's Levels of Thinking

3–APPLYING

"Off the page" or "From the brain"

Evaluate	Generalize	Imagine
Judge	Predict	Speculate
If/Then	Hypothesize	Forecast

2–PROCESSING

"Between the lines" or "From the book and brain"

Compare	Contrast	Classify
Sort	Distinguish	Explain (Why)
Infer	Analyze	

1–GATHERING

"On the page" or "From the book"

Complete	Define	Describe
Identify	List	Observe
Recite	Select	

Costa's and Bloom's Levels of Thinking: Comparison Chart

LEVEL	COSTA'S	BLOOM'S	VOCABULARY WORDS ASSOCIATED WITH LEVELS OF THINKING		
Higher Order Thinking Skills HOTS	**(OUTPUT)** **Applying Information:** Applying and evaluating actions, solutions and connections made in order to predict	**Creating:** *Can the students:* · Create/generate new ideas, products or points of view · Combine ideas/thoughts to develop an innovative idea, solution or way of thinking	Assemble Build Construct Create Design	Develop Devise Formulate Imagine Invent	Make Plan Produce Write
		Evaluating: *Can the students:* · Justify a stand or decision · Judge the value of an idea, item or technique by creating and applying standards/ criteria	Appraise Argue Check Critique Defend Detect	Forecast Generalize Hypothesize If/Then Judge Predict	Select Speculate Support Test Valuate Value
	(PROCESSING) **Processing Information:** Making sense out of information; processing the information gathered by making connections and creating relationships	**Analyzing:** *Can the students:* · Distinguish between the different parts · Explore and understand relationships between the components/parts	Attribute Classify Compare Contrast Criticize Deconstruct	Differentiate Discriminate Distinguish Examine Experiment Infer	Integrate Organize Outline Question Sort Structure
		Applying: *Can the students:* · Use the information in a similar situation · Apply learned concepts, strategies, principles and theories in a new way	Carry out Choose Demonstrate Do Dramatize	Employ Execute Illustrate Implement Interpret	Operate Schedule Sketch Solve Using
Lower Order Thinking Skills LOTS	**(INPUT)** **Gathering Information:** Identifying and recalling information	**Understanding:** *Can the students:* · Explain ideas or concepts · Understand information provided	Classify Complete Describe Discuss	Explain Identify Locate Paraphrase	Recognize Report Select Translate
		Remembering: *Can the students:* · Recall or remember the information · Recognize specific information	Define Duplicate List	Memorize Recall Repeat	Reproduce State

Adapted from Comparison by Andrew Churches at http://edorigami.wikispaces.com and http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

Daws, T., & Schiro, P. (2012). *AVID tutorial guide: Creating rigorous tutorials to increase student achievement in academic classes.* San Diego, CA: AVID Press.

Costa's Levels of Thinking Card Sort

Define	Observe	If/Then
Evaluate	Synthesize	Imagine
Generalize	Name	Recite
Infer	Hypothesize	Analogy
Complete	Scan	Sequence
Contrast	Apply	Judge
Predict	Identify	Group
Compare	Sort	Speculate
List	Recall	Why
Idealize	Describe	Distinguish

Costa's Levels of Thinking Card Sort Answer Key

LEVEL 1	LEVEL 2	LEVEL 3
Define	Synthesize	Hypothesize
Observe	Sort	Apply
Name	Distinguish	Evaluate
Scan	Infer	If/Then
Identify	Contrast	Imagine
Recall	Compare	Generalize
Complete	Analogy	Predict
Describe	Sequence	Idealize
Recite	Group	Judge
List	Why	Speculate

Food for Thought: Rigor Is on the Menu

Student Objective

Students will use analogy to understand the three levels of thinking and apply the knowledge into other subject areas.

Overview

One method to help students understand the three levels of thinking is to utilize an analogy to connect the abstract concept of different frames of thinking with a more easily understood story. This activity uses the analogy of cooking and eating in a restaurant to reflect the concept of levels of thinking. After applying the analogy of cooking to the three levels of thinking, a series of content-specific questions are provided to support ongoing work in deeper thinking.

Materials/Set-Up

- Student Handouts:
  - 2.2a: Rigor Is on the Menu
  - 2.2b: Costa's Levels of Thinking: Food for Thought
  - 2.2c: Applying Costa's Levels Across the Curriculum

Instructional Steps

- Begin with a quick review of any previous instruction on the concept of Costa's Levels of Thinking.
- Read through the Student Handout 2.2a: Rigor Is on the Menu. Begin at the bottom of the page, starting with Level 1 inquisitors, before reading about Level 2 and then Level 3 inquisitors.
- Allow students time to think about and discuss the provided analogy with an elbow partner.
- Distribute and/or read the sample levels of thinking questions connected with food from Student Handout 2.2b: Costa's Levels of Thinking: Food for Thought.
- Encourage students to try formulating their own questions from various levels in connection to the concept of food.
- Discuss with the class how the three levels of thinking require the learner to examine information more deeply as they progress through the levels.
- Conclude the activity with a review of Student Handout 2.2c: Applying Costa's Levels Across the Curriculum.
- Use the information from Student Handout 2.2c: Applying Costa's Levels Across the Curriculum to help formulate content questions that can be used in instruction in the future.

To adapt this lesson for primary classes:

- Consider creating a new analogy connecting Costa's Levels to an easily understood concept (e.g., food, seasons, animals).
- During the creation of the story, consider particular words that will aid comprehension.

Extension

- To increase rigor, have small groups of students create their own analogy of the three levels.
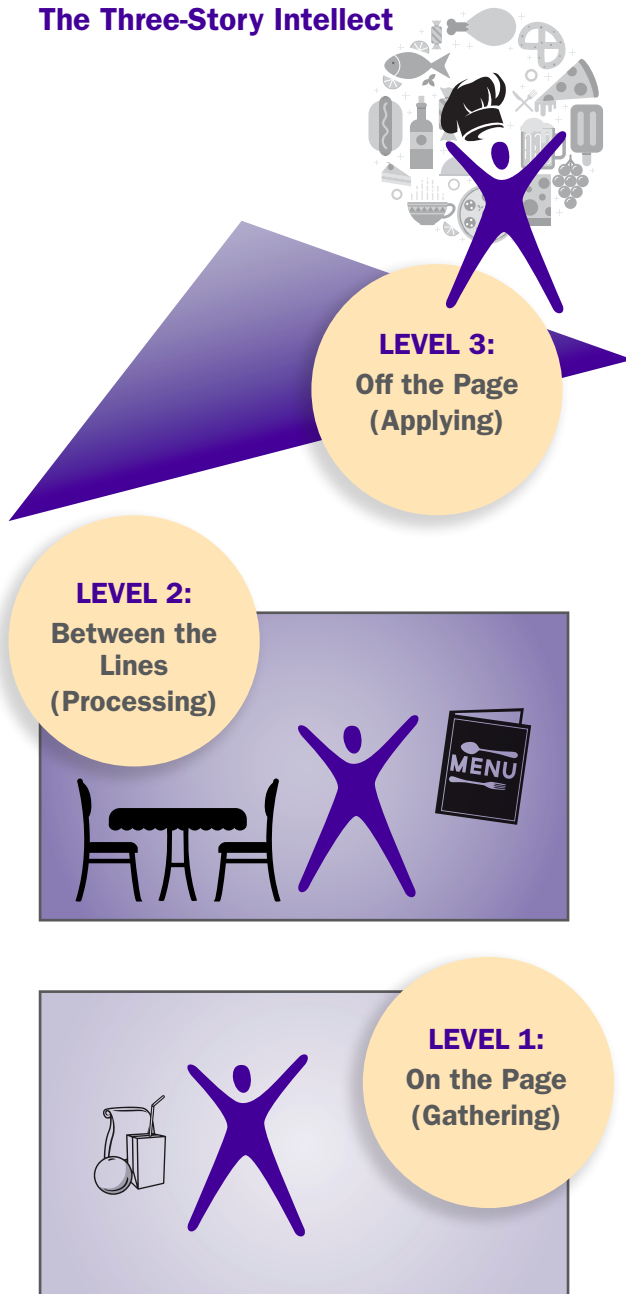
Rigor is on the Menu

Level 3 (the highest level) requires one to apply the information.

Level 2 (the middle level) requires one to process the information.

Level 1 (the lowest level) requires one to gather information.

The Three-Story Intellect

LEVEL 3:
Off the Page
(Applying)

LEVEL 2:
Between the Lines
(Processing)

LEVEL 1:
On the Page
(Gathering)

Costa's Levels of Thinking

Level 3 inquisitors <u>apply</u> their gathering and processing to cook up something new and delightful. They <u>imagine</u> ways to improve, adapt, and change the menu. If they continue beyond the gathering and processing levels of inquiry, then the <u>forecast</u> looks promising for them. They like to <u>generalize</u>, <u>hypothesize</u>, and <u>speculate</u> about how their ideas will turn out. They constantly <u>evaluate</u> their findings and make <u>predictions</u> on how the steak can be better the next time. They should never be <u>judged</u> for being off the page because they are the ones that bring about change in the world.

Level 2 inquisitors take time to process. They <u>analyze</u> their choices, <u>distinguishing</u> which restaurant to visit. They <u>sort</u> out the choices, <u>comparing</u> and <u>contrasting</u> the entire menu. They <u>explain</u> how they want their steak to be cooked, while <u>inferring</u> that they have made the best choice possible. They can't be <u>classified</u> as basement dwellers because they spend time processing and interacting in the world.

Level 1 inquisitors only gather. They go out to eat only after they have <u>identified</u> where they are going, constantly making a <u>list</u> and <u>reciting</u> it for recollection. They <u>observe</u> the menu, <u>define</u> the choices, <u>select</u> their items, and <u>complete</u> their orders. They are <u>described</u> as basement dwellers that are known to "grab and go."

Costa's Levels of Thinking: Food for Thought

Level One: These are factual questions. Answers are found directly in the text.

[On the Page]

Defining	What is the definition of "supersizing"?
Describing	What is included with the #1 meal option?
Identifying	Which side item comes with a cheeseburger?
Listing	What is included on the Dollar Menu?
Naming	What toy is included in the kid's meal?
Observing	What are the physical characteristics of a side salad?
Reciting	What is a jingle for a major fast food franchise?

Level Two: This type of question does not appear explicitly (i.e., clearly) in the text. Instead, it appears implicitly (i.e., indirectly) in the text.

[Between the Lines]

Analyzing	Is it really cheaper to order the combination dinners than each item separately?
Comparing	What does the Greek salad have in common with the Caesar salad?
Contrasting	How is the vinaigrette dressing different than the Italian dressing?
Grouping	Can you classify the ingredients used to make the pizza into different groups?
Inferring	If I order my steak well-done, will it take longer to get it to my table than if I ask for it medium-rare?
Sequencing	In what order would you like to receive the food?
Synthesizing	How do the items offered on this menu capture the theme of this restaurant?

Level Three: This question is not about the language of the text. It is about the major idea of the text.

[Off the Page]

Evaluating	Does the sauce taste better with more or less salt? How so?
Imagining	How hard would it be to bake a cake with only three ingredients?
Judging	Which dessert will people prefer to eat with their pasta?
Predicting	By increasing the oven temperature, I believe that I can save time in cooking the turkey.
Speculating	If I add more choices to the menu, how might this increase the number of daily customers?

Applying Costa's Levels Across the Curriculum

Literature

Level 1 Recall the steps that Billy had to take to earn his two hunting dogs in the story *Where the Red Fern Grows.*

Level 2 Compute the cost of two hunting dogs in today's market. How does the cost compare to what Billy paid for Little Ann and Old Dan?

Level 3 Speculate about how you would earn money in today's world for two top-quality hunting dogs. Explain how it might differ from Billy's journey in *Where the Red Fern Grows.*

Language Arts

Level 1 List the eight parts of speech.

Level 2 Diagram a simple sentence, a compound sentence, and a complex sentence.

Level 3 Your school has decided to eliminate the teaching of English grammar. Justify this decision.

Physical Education

Level 1 Name the three basic skills of volleyball.

Level 2 Group the volleyball players on the court based on their role.

Level 3 Judge whether volleyball is a tougher sport than tennis.

Science

Level 1 List all of the planets in our solar system.

Level 2 Arrange the planets in our solar system in order of size, from largest to smallest.

Level 3 Do you believe that life could exist on planets in other solar systems? Explain your thinking.

Social Studies

Level 1 Define the following terms: Patriot and Loyalist.

Level 2 Compose a chant that the Loyalists might have used toward the Patriots, as well as what the Patriots might have chanted back.

Level 3 Choose a side: Would you be a Loyalist or a Patriot? Support your answer.

Math

Level 1 Evaluate $(3 \times 2) + 6$.

Level 2 Show your work for the following problem and determine which property was used for each step: $(3 \times 2) + 6 = (6 \times 2) \times 1$.

Level 3 Explain what properties you used to solve $(3 \times 2) + 6 = (6 \times 2) \times 1$ and why you chose to use each property.

2.3 Moving Between Costa's Levels

Student Objective

Students will formulate and assess various levels of questions to support their understanding of the ways in which higher level questions support deeper levels of thinking.

Overview

A critical aspect of deep thinking is the knowledge of how to create questions that move past superficial thinking and into areas that require the learner to connect information. As students become proficient at generating Level 2 and 3 questions, they can move through the surface level (gathering and recall) and learn to apply learning in new and novel ways. Additionally, as students become fluent in identifying the various levels, they will gain proficiency in examining information from a variety of angles.

Materials/Set-Up

- Student Handout:
  - 2.3a: Moving Between Levels of Thinking
- Knowledge of, or access to, the fairy tales "The Three Little Pigs" and "Jack and the Beanstalk"

Instructional Steps

- Inform students that they will practice adjusting questions today to reflect different levels of thinking.
- Discuss the fairy tale, "The Three Little Pigs," with students, or if available, read it aloud to the class.
- Distribute the Moving Between Levels of Thinking handout. Read through the levels of questions to show how you can progress through the different levels when focusing on a single topic—in this case, three questions about the type of houses.
- Have students share out other possible questions about "The Three Little Pigs" and have the class discuss whether the questions are Level 1, 2, or 3.
- Discuss the fairy tale, "Jack and the Beanstalk," with students, or if available, read it aloud to the class.
- Have students form groups of four in preparation for completing Student Handout 2.3a: Moving Between Levels of Thinking. (Connect to the Costa's Levels handouts from the previous two lessons, as needed.)
- It is important that students try to use the same topic to create the additional Level 1, 2, and 3 questions.
  - In the first row, Level 2 and 3 questions should be developed on the concept of the beans and the cow.
  - In the second row, Level 1 and 3 questions should be developed on the concept of Jack's different trips up the beanstalk.
  - In the third row, Level 1 and 2 questions should be developed on Jack cutting down the beanstalk.

- Students can create their own questions, and then work in groups of three or four to choose the best questions for each level.
- Have the students create a poster on chart paper depicting their group's best questions.
- Allow students to examine all of their classmates' questions by conducting a Gallery Walk.
- Walk around the room and choose two to four questions at each level to share with the class as representative examples.

To adapt this lesson for primary classes:
- When reading stories to the class, consider the types of questions that you ask students.
- Although it is important that students know the information that Level 1 questions can generate, it is critical to spend the majority of their time thinking in Levels 2 and 3.
- When a Level 1 question is needed, such as a definition of a word, either define the word yourself or ask a student to define it for the class.
- When asking a Level 2 or 3 question—such as: comparison, application, or prediction—ask the class the question and have them discuss their thoughts with an elbow partner.

Extension
- To increase rigor, have students discuss the answers to other groups' questions with a partner during the Gallery Walk.
- To increase scaffolding, provide students with a greater variety of leveled questions in the week leading up to this activity.

Moving Between Levels of Thinking

Name: _____ **Date:** _____

Use the example of "The Three Little Pigs" to help you create a Level 1, 2, and 3 question on "Jack and the Beanstalk." Read the question provided about "Jack and the Beanstalk," and then create questions for the missing two levels of questions on the same concept.

Example
Questions written at all three levels for "The Three Little Pigs"

LEVEL 1	LEVEL 2	LEVEL 3
In the fairy tale "The Three Little Pigs," of what materials were the pigs' houses constructed?	Compare and contrast the houses of the three little pigs.	If all the pigs' houses had been made of brick, how might the story have been different?
Level One has a definite answer and does not ask for personal judgment or opinion.	*Level Two requires comparisons and distinction between two or more items based on facts and details.*	*Level Three specifically asks for an opinion and does not have one correct answer. Responses will be based on facts, details, personal knowledge, background, and experience.*

Questions written at different levels for "Jack and the Beanstalk"

LEVEL 1	LEVEL 2	LEVEL 3
In the fairy tale "Jack and the Beanstalk," how many beans did Jack get for his cow?		
	Distinguish between the events that happened to Jack on his different trips up the beanstalk.	
		Predict what would have happened if Jack had not cut down the beanstalk in time.

2.4 Defining the Words Around Us

Student Objective

Students will identify and create various questions at different levels of Costa's Levels of Thinking.

Overview

Vocabulary often confuses students, especially while it is still relatively new or when introduced for the first time. This collaborative activity is intended to familiarize the students with the vocabulary used within each level of Costa's Levels of Thinking, and in so doing, assist them with vocabulary contained in their assignments, textbooks, and assessments.

Materials/Set-Up

- Teacher Resources:
    - 2.4a: Vocabulary for Costa's Levels
    - 2.4b: Vocabulary for Costa's Levels Answer Sheet
- Dictionaries
- Thesauri
- Poster paper
- Markers, colored pen/pencils, and/or crayons

Instructional Steps

- Copy Teacher Resource 2.4a: Vocabulary for Costa's Levels.
- Cut the page according to the number of groups that you will be creating.
- Divide students into groups and provide students with supplies to create their visual representation of the definitions for their group of words.
- Allow groups to use dictionaries, thesauri, and/or textbooks to determine the corresponding levels of thinking and questions, as well as the definitions of their assigned words.
- Each group should define their words and indicate which Level of Thinking (according to Costa's model) the word implies.
- Monitor the class and utilize the Vocabulary for Costa's Levels Answer Sheet to ensure that students are categorizing the words with the correct levels.
- Each group then creates a visual representation of their assigned words. Posters may use words, pictures, pictographs, etc.
- Have groups share their vocabulary posters.
- The whole group debriefs and discusses the importance of understanding the meaning of the words in their assignments, textbooks, and assessments.
- Display student creations in the classroom as Costa's Levels of Thinking are being introduced and reviewed.
- Complete a reflection in the form of a journal, quickwrite, or Think–Pair–Share for individual comprehension and personal reflection.

To adapt this lesson for primary classes:

- Select certain key terms from Costa's Levels of Thinking that you will be focusing on throughout upcoming units of study.
- Provide only one to three words that will have the greatest impact on student learning and focus on creating a deeper understanding around these words.

Extension

- To integrate technology, consider using computers for student groups to create a digital one-pager.

Vocabulary for Costa's Levels

Define Analyze Speculate Recognize Question	Describe Imply Rewrite Justify Compare	Contrast Judge Identify Revise Extend	List Imagine Divide Give examples Separate
Name Assess Summarize Memorize Categorize	Defend Compile Label Differentiate Copy	Debate Interpret State Conclude Forecast	Repeat Distinguish Locate Criticize Value
Explain Tell Decide Change Complete	Discriminate Evaluate Solve Diagram Count	Devise Generalize Match Assemble Observe	Relate Restate Predict Formulate Causes
Apply Recall Modify Find Synthesize	Combine Recite Estimate Generate Paraphrase	Arrange Express Rate Propose Review	Hypothesize Record Infer Report Practice

Vocabulary for Costa's Levels Answer Sheet

Define (1) Analyze (2) Speculate (3) Recognize (1) Question (2)	Describe (1) Imply (2) Rewrite (1) Justify (3) Compare (2)	Contrast (2) Judge (3) Identify (1) Revise (2) Extend (1)	List (1) Imagine (3) Divide (2) Give examples (1) Separate (2)
Name (1) Assess (3) Summarize (2) Memorize (1) Categorize (2)	Defend (3) Compile (2) Label (1) Differentiate (2) Copy (1)	Debate (2) Interpret (2) State (1) Conclude (3) Forecast (3)	Repeat (1) Distinguish (2) Locate (1) Criticize (2) Value (3)
Explain (2) Tell (1) Decide (3) Change (2) Complete (1)	Discriminate (2) Evaluate (3) Solve (1) Diagram (2) Count (1)	Devise (2) Generalize (3) Match (1) Assemble (2) Observe (1)	Relate (2) Restate (1) Predict (3) Formulate (2) Causes (3)
Apply (3) Recall (1) Modify (2) Find (1) Synthesize (2)	Combine (2) Recite (1) Estimate (3) Generate (2) Paraphrase (1)	Arrange (2) Express (1) Rate (3) Propose (2) Review (1)	Hypothesize (3) Record (1) Infer (2) Report (1) Practice (2)

2.5 Assessing Levels of Thinking

Student Objective
Students will create various levels of questions and receive feedback about their degree of understanding.

Overview
The purpose of this activity is to use a common story or content to assess students' ability levels in creating multiple Level 1, 2, and 3 questions. This will provide teachers with the opportunity to utilize a rubric to determine students' abilities to generate various levels on a common task. In addition, teachers across grade levels can also use a common task to determine current abilities and next steps.

Materials/Set-Up
- Teacher Resources:
    - 2.5a: How Would You Assess This Work?
    - 2.5b: Levels of Thinking Assessment Tool
    - 2.5c: Guiding Questions and Analysis
    - 2.5d: Class-/Grade-Level Holistic Assessment and Goal Form
- Story or normal curriculum

Instructional Steps
- Prior to completing this activity with students, use the Teacher Resource: 2.5a: How Would You Assess This Work? as a way to do a mock assessment.
- Determine content or a story from the class for which students can create multiple levels of questions. Examples are included below:
    - English/Language Arts: "The Three Little Pigs," "The Road Not Taken"
    - History/Social Science: Early European exploration of America
    - Math: Percentages, decimals, fractions
- When choosing content, consider working with other teachers from your grade level and assessing on the same material.
- Distribute Teacher Resource: 2.5b: Levels of Thinking Assessment Tool or have students take out a blank piece of paper.
- Have each student create three Level 1, three Level 2, and three Level 3 questions on the content that was covered during class.
- Utilize the rubric within the Levels of Thinking Assessment Tool to determine student performance on developing varying levels of questions.
- During the analysis of student performance, consider using the guiding questions from Teacher Resource 2.5c: Guiding Questions and Analysis to aid in pulling themes about performance and future improvements.
- Teacher Resource 2.5c: The Guiding Questions and Analysis can be used to record educator thoughts about each level of question.

- If the same content was assessed by other teachers, consider discussing performance and next steps collaboratively.
- Use Teacher Resource 2.5d: Class-/Grade-Level Holistic Assessment and Goal Form to record an overall class (or grade-level) performance assessment and goal that identify successes on the task and areas of future growth.

To adapt this lesson for primary classes:

- Be sure to model good questioning, using the various levels continuously during instruction.
- After a story or specific content has been covered in class, have students work in small groups to generate one question.
- Have groups share their question with the class.
- Consider recording and displaying these questions in the classroom.

Extension

- To increase rigor:
  - Encourage students to use a variety of Costa's words in their questions.
  - Utilize more rigorous content (e.g., math, science, more difficult English texts) as the source for question creation.
- To increase scaffolding:
  - If not done already, provide the Costa's Levels of Thinking resources from the previous activities in this chapter to students.
  - Have students generate questions in small groups.
  - Use content that is easier for students to comprehend.

How Would You Assess This Work?

The Road Not Taken
                    by Frost
Level 1: My Questions —
    ① Who is Frost?
    ② Where is the road?
    ③ What is the man's name?

Level 2: My Questions
    ① Is there snow on the ground?
    ② Which way did he go?
    ③ Why did he go that way?

Level 3: My Questions
    ① How many stories did Frost write?
    ② Do you like this story?
    ③ What did you like in the story?

How would you
assess this work?

Levels of Thinking Assessment Tool

Name: _____ **Date:** _____

Level 1 Questions

Question 1: _____

Question 2: _____

Question 3: _____

☐ (3) Advanced (Questions demonstrate mastery of Level 1)
☐ (2) Satisfactory (Some errors in creating Level 1 questions)
☐ (1) Developing (Several errors in creating Level 1 questions)
☐ (0) Not Evident (Multiple errors in creating Level 1 questions)

Level 2 Questions

Question 1: _____

Question 2: _____

Question 3: _____

☐ (3) Advanced (Questions demonstrate mastery of Level 2)
☐ (2) Satisfactory (Some errors in creating Level 2 questions)
☐ (1) Developing (Several errors in creating Level 2 questions)
☐ (0) Not Evident (Multiple errors in creating Level 2 questions)

Level 3 Questions

Question 1: _____

Question 2: _____

Question 3: _____

☐ (3) Advanced (Questions demonstrate mastery of Level 3)
☐ (2) Satisfactory (Some errors in creating Level 3 questions)
☐ (1) Developing (Several errors in creating Level 3 questions)
☐ (0) Not Evident (Multiple errors in creating Level 3 questions)

Notes/Feedback:

Guiding Questions and Analysis

While analyzing the student-created levels of questions, use the guiding questions to help consider various points of view about the work. Think about potential causes for the results seen and how changes can be made to alter results in the future. Record any thoughts about overall student performance.

Guiding Questions:

- How successful were the students? Were successes/failures isolated to certain students?
- What could be done to support success for all students on generating questions?
- Are certain words (e.g., define, compare, contrast) used repeatedly and by multiple students?
- Are certain words (e.g., select, infer, classify, speculate) never used by any student?
- Did the content used in the assessment make generating the questions too hard? …Too easy?

Notes About Level 1 Questions:

Notes About Level 2 Questions:

Notes About Level 3 Questions:

Class-/Grade-Level Holistic Assessment and Goal Form

Level 1 Questions

How did the entire class perform in the development of Level 1 questions?

Advanced   Satisfactory   Developing   Not Evident

What did they do well?

What can be done to improve performance? If performance was "Advanced," how can rigor be increased on future tasks?

Level 2 Questions

How did the entire class perform in the development of Level 2 questions?

Advanced   Satisfactory   Developing   Not Evident

What did they do well?

What can be done to improve performance? If performance was "Advanced," how can rigor be increased on future tasks?

Level 3 Questions

How did the entire class perform in the development of Level 3 questions?

Advanced   Satisfactory   Developing   Not Evident

What did they do well?

What can be done to improve performance? If performance was "Advanced," how can rigor be increased on future tasks?

What goals can be set to increase student performance on future assessments?

2.6 Essential Questions

Student Objective

Students will utilize teacher-created questions to guide their thinking and reflect upon learning.

Overview

Essential Questions should be designed to help guide students' learning through an activity and can be used as a reflective tool to help students process their understanding. When providing Essential Questions to start a lesson or unit, the students come to realize that inquiry will be a key to their work and not simply a byproduct of their work (McTighe and Wiggins, 2013). In addition, when Essential Questions are combined with other strategies, such as exit tickets or collaborative reflections, students have an overarching question to guide their thinking.

Materials/Set-Up

- Teacher Resource:
    - 2.6a: Examples of Essential Questions

Instructional Steps

- To begin, it is critical to understand that Essential Questions are teacher-created questions that are designed to support student thinking throughout the lesson.
- When generating an Essential Question, consider the content involved, standards covered, and what the desired learning from the lesson is for students.
- Utilize Student Handout 2.1a: Costa's: Levels of Thinking from the first activity in this chapter, especially Levels 2 and 3, to help guide the creation of Essentials Questions that will support deeper Levels of Thinking within your students.
    - It is especially critical to avoid Level 1 questions as Essential Questions because they are so limiting in scope.
- Utilize Teacher Resource 2.6a: Examples of Essential Questions to support the creation of an Essential Question.
- Write or post the Essential Question in the front of the room at the start of a lesson or unit of study.
- Conduct the lesson, being certain that the themes of the Essential Question are addressed, but are not explicitly answered. The goal of an Essential Question is to encourage students to think, not regurgitate an answer that they were given.
- At the conclusion of the lesson, have students answer the Essential Question.

- Choose a method for students to respond to, and debrief their thinking about the Essential Question. Possible methods include the following:
  - A quickwrite, followed by a Pair–Share
  - As a ticket out the door
  - A "line-up" (from Chapter 3: Collaboration), with students verbally sharing their responses

To adapt this lesson for primary classes:
- Be sure to read Essential Questions aloud at both the beginning and end of the lesson.
- Have students share their responses to the Essential Question verbally with at least one other student.
- Allow one or two students to share their responses aloud.

Extension

- To increase rigor, create an Essential Question that will require students to pull from several days of learning in order to accurately respond.

Examples of Essential Questions

Good Essential Questions	Poor Essential Questions
Math Why is it important that we use an order of operations when doing math? How is multiplying two fractions similar to dividing two fractions?	What is the order of operations? What is 4/5 – 1/3?
Science How are various producers and consumers connected in the food web? How do changes in the environment, such as erosion, landslides, and tornadoes, affect different habitats?	Create a list of producers and consumers. Name various natural occurrences that affect the environment.
English How would the story of "The Three Little Pigs" differ from the pigs' and the wolf's point of view? What was the most important theme to take away from the ugly duckling becoming a swan?	What was the wolf's plan to get the pigs out of their house? How is the ugly duckling treated at the beginning of the story?
History How did the Pony Express impact history? How did political, religious, and economic ideas bring about the American Revolution?	When did the Pony Express begin operation? What caused the American Revolution?

2.7 Card Sorts

Student Objective

Students will use critical thinking skills to evaluate and arrange information into various categories.

Overview

Card sorts allow students to examine information and create logical categories according to group type, logical sequences, or even groupings of the students' own design. This activity allows students to work on multiple problems simultaneously and develop the skill of pattern recognition. Since card sorts can have set solutions or be more open ended in nature, the flexible structure of this activity provides students with the ability to work on thinking quickly while evaluating multiple solutions and analyzing answers.

Materials/Set-Up

- Student Handouts:
    - 2.7a: Four Color Fraction
    - 2.7b: Four Color Percent
    - 2.7c: Four Color Decimal
    - 2.7d: Four Color Graphic
    - 2.7e: Four Color Activity Answer Sheet
    - 2.7g: Card Sort Example
- Teacher Resource:
    - 2.7f: Four Color Activity Complete Answer Sheet
- Prior to the activity, print off copies of the following handouts on four different colors of paper: Four Color Fraction, Four Color Percent, Four Color Decimal, and Four Color Graphic. Cut out the individual cards and prepare individual packets of cards for each group of four students.

Instructional Steps

- Students will first get into groups of four for this activity.
- Provide each group with one of the packets containing all of the cards from the four different handouts.
- Have each group complete the Four Color Activity Answer Sheet as they sort through the cards.
    - For the full answer sheet, see Teacher Handout 2.7f: Four Color Activity Complete Answer Sheet.

- Once students have familiarized themselves with the process, provide groups with different colored index cards:
    - Give the type of word that they should create on the first colored card (e.g., "Write a noun on the blue index card.").
    - Then, have students write a second, related word on a different colored card (e.g., "Write a verb on the yellow index card.").
    - Continue the process, and ultimately, collect these cards and use them as multiple card sorts for the class.
- Sample card sorts that can be created include the following:
    - Nouns – Verbs – Adjectives
    - Capital letters – Lowercase letters
    - Math problem – Solution
    - Multiplication – Answer (i.e., 1st card: 2 x 3, 2nd card: 6)
    - Living – Non-living
    - Animal – Animal habitat
- Have students form groups of two to four, based on the difficulty of the card sort.
- Distribute packs of cards to each group and have them begin sorting at the same time.
- This activity can be done as a competition for best overall time.

To adapt this lesson for primary classes:
- Consider using pictures for the cards, with the word on it, as well.
- Create open-ended ways for students to group solutions. See Student Handout 2.7g: Card Sort Example.
    - The Card Sort Example can be grouped by: words that start with a capital letters/lowercase letters, things on the ground/sky, living/ non-living, singular/plural.

Extension
- To increase scaffolding, when cards have only one way to group answers, print each grouping of words on different colored paper.

Four Color Fraction

F1 $\dfrac{1}{2}$	F2 $\dfrac{3}{5}$
F3 $\dfrac{1}{3}$	F4 $\dfrac{2}{9}$
F5 $\dfrac{10}{25}$	F6 $\dfrac{5}{2}$
F7 $\dfrac{5}{11}$	F8 $\dfrac{22}{88}$
F9 $\dfrac{3}{27}$	F10 $\dfrac{16}{20}$

Bugno, T. (2011). *Supporting math in the AVID Elective.* San Diego, CA: AVID Press.

Four Color Percent

P1 40%	p2 80%
P3 22.$\overline{2}$%	p4 45.$\overline{45}$%
P5 60%	p6 50%
P7 25%	P8 33⅓%
P9 250%	P10 11.$\overline{1}$%

Bugno, T. (2011). *Supporting math in the AVID Elective.* San Diego, CA: AVID Press.

Four Color Decimal

D1 $.\overline{45}$	D2 2.5
D3 $.6$	D4 $.\overline{22}$
D5 $.5$	D6 $.\overline{33}$
D7 $.4$	D8 $.\overline{1}$
D9 $.25$	D10 $.8$

Bugno, T. (2011). *Supporting math in the AVID Elective.* San Diego, CA: AVID Press.

Four Color Graphic

Bugno, T. (2011). *Supporting math in the AVID Elective.* San Diego, CA: AVID Press.

Four Color Activity Answer Sheet

Name: _____ **Date:** _____

Fraction	Percent	Decimal	Graphic
F1			
F2			
F3			
F4			
F5			
F6			
F7			
F8			
F9			
F10			

Bugno, T. (2011). *Supporting math in the AVID Elective.* San Diego, CA: AVID Press.

Four Color Activity Complete Answer Sheet

Fraction	Percent	Decimal	Graphic
F1	P6	D5	G7
F2	P5	D3	G6
F3	P8	D6	G9
F4	P3	D4	G10
F5	P1	D7	G4
F6	P9	D2	G5
F7	P4	D1	G1
F8	P7	D9	G8
F9	P10	D8	G2
F10	P2	D10	G3

Bugno, T. (2011). *Supporting math in the AVID Elective.* San Diego, CA: AVID Press.

Card Sort Example

1 Birds	7 fish	13 Sand
2 Grass	8 home	14 apple
3 Rocks	9 snow	15 Buses
4 dog	10 sun	16 Wings
5 chair	11 Girl	17 Cloud
6 windows	12 Coats	18 kite

Bugno, T. (2011). *Supporting math in the AVID Elective.* San Diego, CA: AVID Press.

Structures for Inquiry

Collaborative Study Groups

When students are first learning to work collaboratively, it is critical that they first develop some foundational skills that will support their ability to work collectively, without simply copying each other's work. A foundational skill for collaborative learning—where true inquiry is at the heart of the discussion—is for students to be able to clarify what they don't understand about a topic. A common difficulty among many students is the ability to effectively communicate what they don't understand about a problem or task, as they will often overgeneralize to make the statement, "I don't get it." To support students being able to clearly communicate misunderstandings, they must develop their own self-awareness about what they do and do not know and realize when to seek out help from others (Conley, 2013). Students must be informed and reminded to avoid simply telling the answer to another student; it is critical to have an element of self-discovery when students are working to understand their own mistakes.

Philosophical Chairs

Philosophical Chairs is a collaborative opportunity for students to formulate an opinion on a topic and discuss that topic with their classmates. Philosophical Chairs takes on many similar aspects to a traditional debate: the topic contains two different points of view, students choose contradictory sides, and then each side presents their point of view. One of the key distinctions is that Philosophical Chairs is less about the competition of "winning" the debate and is much more focused on the differing points of view on a topic. Creating clear norms and reinforcing the idea that it is not about winning or losing an argument is critical when beginning a Philosophical Chairs activity. One of the main benefits of this type of dialog is the development of a student's ability to examine the evidence on the two sides and present questions and claims to drive the discussion forward.

Socratic Seminar

Socratic Seminar is an opportunity for students to delve deeply into a text and discuss the information within that text. Contrary to the "debate" format of Philosophical Chairs, Socratic Seminars are much more dialog-centered. The goal of Socratic Seminars is for all students to gain a deeper understanding of the text that they are reading. Although students might interpret certain information from the text differently, the purpose of the discussion is to uncover those differences, question misunderstanding, and open up their minds to the various perspectives.

2.8 I Don't Get It: The Art of the Question

Student Objective

Students will learn how to identify what they do and do not understand about a concept.

Overview

This activity is designed to support students in learning how to avoid making confused statements—such as, "I don't get it"—and rather, begin by self-assessing what they do know. When students become more aware of their understanding, they are better able to identify where their breakdown in understanding occurs. The ultimate goal of this strategy is to support a student's ability to better articulate their true question, based on self-actualization about their knowledge and identification of a more focused lack of clarity.

Materials/Set-Up

- Student Handout:
    - 2.8a: Identifying What I Know and What I Don't Know:
      My Point of Confusion
- Course content that students might have difficulty learning

Instructional Steps

- Begin with a list of steps that include a nonsensical step, such as:
    - Red + Blue = Purple, Purple + White = Lavender, Lavender + Wheel = Car, Car + Driver = Transportation
- Students' natural reaction should be confusion when you say the step, "Lavender + Wheel = Car."
- Explain to the students that a typical response to this is, "I don't get it," which doesn't really help in comprehending what you don't understand.
- Explain that today, rather than focusing on what they don't understand, they should list all of the things that they do know about the steps listed above.
    - The list might include things like: "It makes sense that red and blue make purple," "I know that red and blue are primary colors," "It makes sense that a car and a driver could move people around," etc.
- Keep encouraging the students to say everything that they know. Write down all of their ideas on a large whiteboard or piece of poster paper.
- Once students have exhausted their list of knowns, have them create a question about what they don't understand.

- After students have practiced with a nonsensical step that makes it easy to identify where they become confused, provide students with content-related samples containing aspects that might be difficult for students to understand. Ideas might include:
    - Identifying main ideas of a story
    - Complex math problems (e.g., fractions, decimals, order of operations)
    - Scientific experiments/observations
- Have students work in groups of two to four and use Student Handout 2.8: Identifying What I Know and What I Don't Know: My Point of Confusion to identify everything that they understand about the question.
    - Students should begin with very broad knowledge at the top of the triangle and work their way down to the point, narrowing in on what they don't understand about a question or problem in order to hone in on their point of confusion.
- After students have listed everything that they know about the topic, have them write a question about what they don't understand.
- Have students practice identifying what they know and their specific question for several weeks.
- Students can practice this in groups before tests or as they are starting a big project about which they might have a lot of questions.

To adapt this lesson for primary classes:
- When students make a statement similar to, "I don't get it," have them practice stating a minimum of three things that they do understand about the topic.
- Once students have stated what they know, have them verbally create a more specific question that captures what they don't understand.
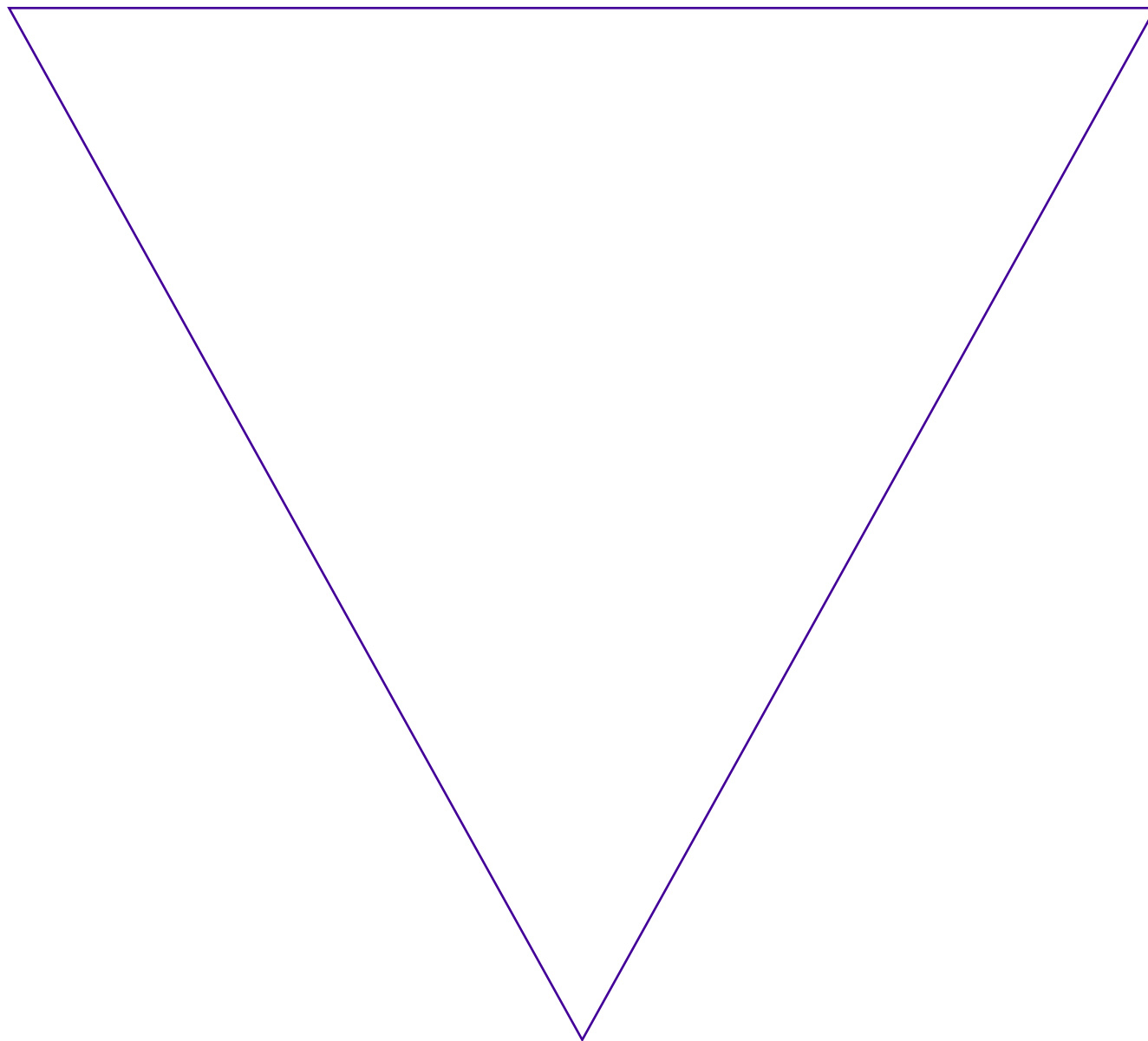
Extension
- To increase rigor, have students write how they know the information on either side of the triangle in the handout.

Identifying What I Know and What I Don't Know:
My Point of Confusion

Name: _____ **Date:** _____

My Point of Confusion

2.9 | Socratic Questioning

Student Objective

Students will learn to support their classmates in solving inquiry-based problems using Socratic questioning.

Overview

One of the most critical aspects of learning is to begin with good questions. There is no place where this is more apparent than when students are engaging one another in thoughtful, inquiry-based discussions. This ability to effectively question other students is especially important during collaborative study groups and Socratic Seminars. The activity described below supports students in initially developing questions to help guide other students' thinking to support their learning and ability to arrive at a solution.

Materials/Set-Up

- Student Handouts:
    - 2.9a: Collaborative Work: Complete the Math Grid
    - 2.9b: Collaborative Work: Connect the Dots
    - 2.9c: Collaborative Work: Make the Roman Numeral Equation Correct
    - 2.9d: Collaborative Work: A Wealthy Man's Inheritance
    - 2.9e: Collaborative Work: Change 100 Into CAT
    - 2.9f: Collaborative Work: Jamais/Toujours Problem
- Matchsticks or toothpicks
- Dry erase boards or chart paper

Instructional Steps

- Provide an explanation of the activity to the class: They will be put into groups of six and will work collaboratively to solve logic puzzles. Each student in the group will be given a handout with a different logic puzzle. At the bottom of the handout, there is also a solution to someone else's logic puzzle. One student will begin by telling the group what their logic puzzle asks of them. The goal is to find the solution to the logic puzzle, but the catch is that the other students (and one of them has the solution already on their sheet) can only ask questions to help guide the presenter's thinking.
- One of the most difficult aspects of this process is for the student with the answer to craft questions that help guide the student presenter's thinking, but not have the questions just give the answer away.
- Consider modeling a few logic puzzles with the entire class. Be sure that students don't shout out the answers once they have solved a puzzle. Some examples may include the following:

Model Puzzle #1

- A truck driver is driving a truck below an overpass, and the truck gets stuck. The truck needs about half-an-inch of room to be able to get through. A group of people gather and try to figure out how to get the truck out, but no one knows what to do. Just then, a 10-year-old walks up and makes a suggestion to the truck driver. The truck driver does as the 10-year-old suggests, and two minutes later, the truck driver is able to drive away, with no damage to the truck or overpass. What was the 10-year-old's suggestion? (Solution: The 10-year-old suggests that the driver let some air out of the tires.)
    - Good model questions would include:
        - Can you tell me what an overpass is?
        - What is happening to cause the truck to be stuck?
        - Is there any way to raise the overpass to be higher?
        - (If a suggestion of raising the overpass is given…) Could that be done in two minutes?
        - If the overpass can't go higher, what is another way to create room for the truck to pass?
        - (Once students realize that the truck needs to be lowered…) Are there ways to make the truck be lower to the ground?
    - Once many of the students have reached an answer, have one student share the solution.
    - Next, model questions for students that would be bad examples and would give away the answer:
        - Couldn't you do something to the tires?

Model Puzzle #2

- If the following Roman numeral equation was made out of matchsticks, make it a true statement by moving only one matchstick: **XI + I = X** (Solutions: **IX + I = X** *or* **X + I = XI**.)
    - Good model questions would include:
        - What numbers do the Roman numerals currently represent?
        - What other numbers could we represent by moving only one matchstick?
        - Which matchstick do you think it would make sense to move?
        - Where could that matchstick go to make a new number? What are those new numbers?
        - Are there other solutions?
        - Does the moved matchstick have to stay on the same side of the equal sign?
    - Once many of the students have reached an answer, have one student share their solution(s).
    - Next model questions for students that would be bad examples and would give away the answer:
        - Couldn't you move the one after the X to before the X?
        - Can you make the equation equal 11?

- Have students form groups of six.
- Provide each member of the group with one of the following Collaborative Work handouts: Complete the Math Grid, Connect the Dots, Make the Roman Numeral Equation Correct, A Wealthy Man's Inheritance, Change 100 Into CAT, and Jamais/Toujours Problem.
- Allow students to read the inquiry question at the top of the page.
- Students should then read the boxed answer at the bottom of the page. This answer is for another student's question in the group.
- Have one student begin by writing his/her question on a small dry erase board or piece of chart paper so that the group can see it.
- The group must work to solve the question through inquiry by asking questions of each other.
- The student that presented the question should record any new information that they learn.
- The student with the answer at the bottom of the paper will play a key role in guiding the presenter to understanding through questioning, without asking a question that just gives the answer away.
- Once the question is solved, have a new student present their question and allow the other students to ask questions to guide thinking.
- At the end of the activity, have a class debrief (either in small groups or as an entire class) on the prompts:
  - How did you collaborate with your group? What went well? What could be improved?
  - What skills do you think are important when working with your peers?
  - What did it feel like to only be able to use inquiry (i.e., ask questions)?
  - What did it feel like when you did not know the answer or how to solve the question?

To adapt this lesson for primary classes:
- Have students practice asking questions.
- Present your own questions to the class to help guide their thinking.

Extension
- To increase scaffolding, provide two students with the solutions to support the creation of questions.

Collaborative Work: Complete the Math Grid

Complete this grid with the digits 1 to 6 (each used only once) to make the sum correct.

Note: At no point is a decimal or a fraction used.

|	X		X		÷		+		-		=	35

ANSWER to Jamais/Toujours Problem

1. Make the single question a nonsense question, such as, "Are you a rhinoceros?" Clearly, the individual who claims to be a rhinoceros is from Jamais.

OR

2. Ask any question that you can verify, such as, "Is it currently raining?"

Collaborative Work: Connect the Dots

Starting from any point and without lifting your pen from the page, can you draw four straight lines, such that each of the nine dots has at least one line running through it?

● ● ●

● ● ●

● ● ●
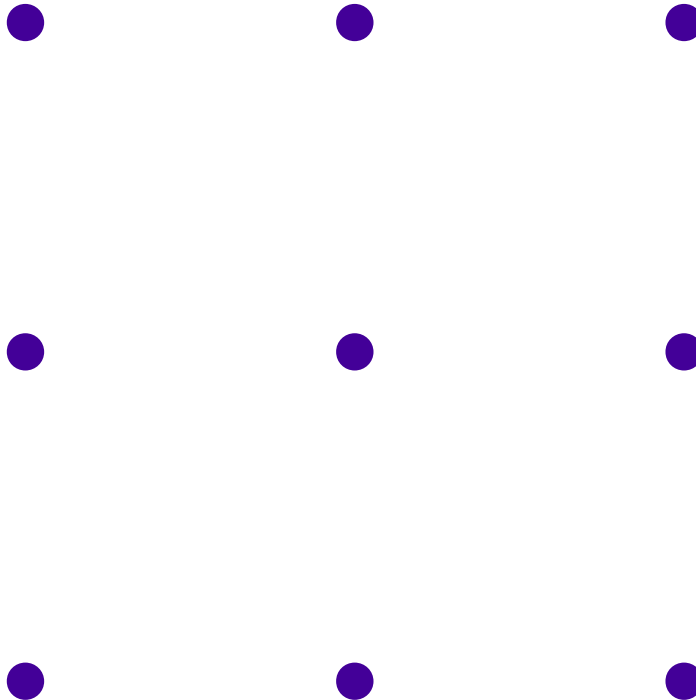
ANSWER to Complete the Math Grid

5	X	4	X	3	÷	2	+	6	-	1	=	35

Collaborative Work:
Make the Roman Numeral Equation Correct

If the following Roman numeral equation was made out of matchsticks, make it a true statement by moving only one matchstick.

$$VI = IV - III$$

ANSWER to Connect the Dots
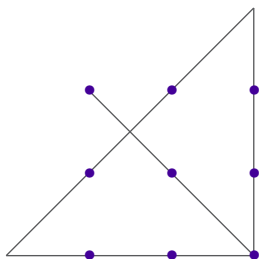
Collaborative Work: A Wealthy Man's Inheritance

In ancient days, a wealthy land owner challenges his two sons to a horserace.

The one whose horse is slowest will inherit the entire estate.

After a few days into the race, the brothers have made no progress and begin to wonder what to do.

Upon the advice of a wise old man, they jumped on the horses and raced as fast as they could to the finish line.

What did the wise old man suggest?

ANSWER to Make the Roman Numeral Equation Correct

VI = IV – III

Becomes

VI = IX – III   *or*   VI = IV + II

Collaborative Work: Change 100 Into CAT

Can you change 100 into CAT by moving just two of these matchsticks?

ANSWER to A Wealthy Man's Inheritance

The wise man tells them to change horses.

Collaborative Work: Jamais/Toujours Problem

You know that the inhabitants of Jamais always lie, while the inhabitants of Toujours always tell the truth. You meet a man who you know comes from either Jamais or Toujours. You want to know which village he comes from.

How can you find out by asking him only one question?

ANSWER to Change 100 Into CAT

Becomes   Read
Upside-Down

2.10 Think It Out

Student Objective

Students will work together to articulate the thinking process used to answer questions.

Overview

Understanding and articulating the thinking process that students use to find solutions is critical to mastering or extending any new skill. The intent for this activity is to provide students with an opportunity to explain their thinking and solicit help from peers when they identify a Point of Confusion through the use of student success skills and the components of WICOR. This process is designed to support students in: developing key skills needed before conducting Collaborative Study Groups, specifically identifying Points of Confusion, asking guiding questions, and reflecting on their thought process.

Materials/Set-Up

- Student Handouts:
    - 2.10a: Think It Out Chart
    - 2.10b: Think It Out Reflection
- Dry erase boards or chart paper

Instructional Steps

- Before beginning this activity, it is important that students have practiced identifying misconceptions and asking questions of their peers. To help develop those skills, utilize activity 2. 8 "I Don't Get It: The Art of the Question" and activity 2.9 "Socratic Questioning."
- When first beginning this activity, identify four questions for students to answer.
    - As students begin mastering this process, have students collaborate to work on a self-identified problem from homework or tests.
- Students then work independently to answer the questions in one column on the Think It Out Chart.
- Have students form groups of four and gather with the following: a dry erase board or piece of chart paper, their completed Think It Out Charts, and their class notes on the concept.

- Students then number off: 1–4. Each student takes a turn using the dry erase board to show their thinking, while articulating to their group of peers how they answered the question.
- Peers ask questions to prompt the student's thinking if there is a Point of Confusion.
    - It is critical that students focus their questions to guide the presenter to an understanding, <u>not</u> give them the answer or ask leading questions.
- During the process, all students take notes in the second column of the Think it Out Chart, showing how their peer answered the question.
- Students should discuss how members of the group answered the question.
- Finally, each member completes a reflection from the activity on Student Handout 2.10b: Think It Out Reflection.

To adapt this lesson for primary classes:
- Have students work collaboratively in groups of two to four.
- Focus on developing the following key skills:
    - Explaining the specific part of a problem that they don't understand
    - Not giving the answer to their partner(s), but trying to ask questions about what they could try or where they could look for a solution

Extension
- To increase rigor, have students begin using more components of Collaborative Study Groups found on MyAVID.
- To increase scaffolding, review areas of difficulty, such as asking non-leading questions or identifying Points of Confusion.

Think It Out Chart

Name: _____ **Date:** _____

Work out your answers independently.	Record your thinking and the student presenter's work.

Think It Out Reflection

Name: _____ **Date:** _____

Write a reflection using one of the following prompts:

- A connection that I made was….
- My new learning for today was….
- One thing that I want to remember when answering this type of question is….

2.11 Philosophical Chairs: Red Light–Green Light Wall

Student Objective

Students will learn to formulate, defend, and analyze arguments in a written form.

Overview

This variation of Philosophical Chairs allows students to be introduced to a controversial topic, choose their side, and create a written argument of their reasoning. Through the creation of written arguments, students are exposed to the creation of a claim and evidence, which will support their ability to integrate this thinking into their writing. In addition, the red light–green light wall provides a space for students to debate in a non-threatening way and purposefully formulate an argument.

Materials/Set-Up

- Teacher Resource:
  - 2.11a: Examples of Red Light–Green Light Topics

Instructional Steps

- Create a space on the wall where students can post their opinions toward a topic, with a green light on one side that means the student agrees with the statement and a red light on the other meaning that the student disagrees.
- Formulate a question or statement that would require students to choose one side (e.g., "The school year should be longer.").
  - Refer to Teacher Resource 2.11a: Examples of Red Light–Green Light Topics for possibilities.
- Have students create a written response to the prompt on a sticky note and include a reason why they chose that side.
- Allow students time to post their written opinion on the wall and read the responses that others have posted.

To adapt this lesson for primary classes:

- Provide questions or statements that are easier for primary students to relate to, such as: which lunch choice they want, whether they should have an extra hour before bedtime, etc.
- Students can write less info on the sticky notes, or draw a picture, but should still articulate their reasoning verbally about why one choice is better than another.

Extension

- To increase rigor, have students write the most logical argument for the opposing side.
- To increase scaffolding, have students discuss with others in small groups about why one choice is better than another before writing their response.

Examples of Red Light–Green Light Topics

- People on television are the best role models.

- Should mobile phones be allowed in schools?

- Should the school year be longer?

- Is year-round school a good idea?

- Does intelligence depend on environmental factors rather than genetic ones?

- Should paparazzi be allowed to follow celebrities?

- Should computers replace teachers? Should kids go to virtual schools?

- People have a positive effect on animal habitats.

- Is there life on another planet?

- Should students on sports teams be required to have a certain GPA?

- If a person is bad at math now, will they always be bad?

- Are Americans getting more overweight and does it matter?

- Should people be fined if they don't recycle?

- Should you change the way that you dress because of what other people think?

- Should we use animals to test products and medications?

- Animals should not be kept in captivity.

- Schools should ban junk food.

- Should engineers pay less for a college education than English majors?

- Everyone should be given free Internet access.

- Is technology a distraction?

- Books are better than television.

Philosophical Chairs: Would You Rather…?

Student Objective

Students will learn to formulate, defend, and analyze arguments.

Overview

The ability for students to be able to generate, cordially defend, and evaluate a position is a key aspect to conflict resolution, writing argumentative papers, and evaluating the validity of an author's claims. By incorporating opportunities for students to formulate opinions and safely dialogue about differing points of view, students will develop skills that support their ability to reason and think critically. The "Would You Rather…?" variation of Philosophical Chairs will allow your students to discuss their opinion on non-threatening topics in smaller groups.

Materials/Set-Up

- Teacher Resource:
    - 2.12a: Would You Rather…? Topics

Instructional Steps

- Explain that students will engage in an activity where they will be given a choice between two options.
- Students must choose one of the two options and think of as many logical reasons as they can for why their decision makes more sense.
- Model an example for the students where they generate reasons why one is better than the other (e.g., "Would you rather have a pet…dog or cat?").
    - Refer to Teacher Resource 2.12a: Would You Rather…? Topics for possibilities.
- As a class, have students brainstorm reasons why they would choose one over the other, such as:
    - **Dog:** They play fetch, they bark if someone breaks in, you can take them for walks, etc.
    - **Cat:** They curl up on your lap, you don't need to clean up after them, they are quieter, they don't need to be walked.
- Once the students have generated their opinion, they will have a discussion with someone from the other side.
- Before having students engage in the activity, have students create an agreed-upon set of norms for the activity.
    - For example, no arguing/shouting/getting angry, listen when the other person is talking, take appropriate turns talking.
- It is also critical that students can (and should) change their opinion when very good reasons are given.

Would You Rather…? can also be used as an icebreaker activity by simply having the students complete a quick sharing of why they chose the side that they did with a partner or small group.

- Read items from Teacher Resource 2.12a: "Would You Rather…?" Topics resource or create original topics that you believe will be items of interest for your students.
- Allow students time to make a decision and move to opposite sides of the room.
- Have students make eye contact with someone from the other side of the room.
- Allow students to partner up. One partner will take the first minute and explain why they chose the side that they did, followed by the second partner responding with the reasoning behind their choice.
    - If there are uneven numbers, you can allow students to form small groups, but no larger than groups of four.
    - If certain items have only two or three students on one side, allow for a whole-group discussion, where each side gives a total of three to five reasons.
- Before introducing a new topic, ask students to share a really good reason that *the other student gave.*
    - This will ensure that students are listening to the other side and reflecting on other points of view.
- Occasionally, ask students if they changed their mind, and if so, why.
- Conclude with a debrief about what went well and what they could do to improve for next time.

To adapt this lesson for primary classes:
- Once students have selected a side, allow them to discuss some common reasons why their side is better before discussing with the opposite side.

Extension
- To increase rigor:
    - Select topics more controversial in nature.
    - Allow students to generate their own topics for discussion.
- To increase scaffolding, allow students to hold discussions in small groups, with two to four people on either side.

Would You Rather…? Topics

Eat only…	Pizza	or	Hotdogs
Spend the day…	Shoveling snow	or	Raking leaves
Be able to…	Change the past	or	See the future
Have a pet…	Giraffe	or	Elephant
Spend the day…	In the snow	or	On the beach
Be a…	Police officer	or	Firefighter
Be in a pool of…	Marshmallows	or	Chocolate
Spend the day…	Inside the house	or	Outside the house
Play…	Guitar	or	Drums
Be a great…	Dancer	or	Singer
Be a…	Racecar driver	or	Pilot
Stop…	War	or	World hunger
Be the one who…	Hides	or	Seeks
Spend the rest of your life as…	A wolf	or	An owl
Work…	In a group	or	Alone
Be…	Spiderman	or	Superman
Eat…	Nothing but meat	or	No meat at all
Have no…	Electricity	or	Running water
Be…	An actor/actress	or	A rock star
Stop…	Animal abuse	or	Pollution

2.13 Philosophical Chairs: Classic Style

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 provides students with the opportunity to engage in an informal dialogue over a controversial statement/prompt, which is designed to support students' ability to reason, think critically, and discuss different points of view with other students in the class. In addition, this strategy supports students' ability to clearly communicate ideas, defend reasoning by citing evidence, and using academic language to relate key ideas about a topic.

Materials/Set-Up

- Teacher Resources:
    - 2.13a: Rules of Engagement for Philosophical Chairs
    - 2.13c: Examples of Topics for Philosophical Chairs
- Student Handouts:
    - 2.13b: Pre-Discussion Organizer for Philosophical Chairs
    - 2.13d: Philosophical Chairs Report
    - 2.13e: Philosophical Chairs Written Evaluation Sheet
    - 2.13f: Philosophical Chairs Reflection
- In advance of the activity, develop a controversial central statement, based on the objectives for the unit or text, to serve as the prompt. These should generally be simple "agree or disagree" scenarios, which are divisive in nature and contain two clear positions. Teacher Resource 2.13c: Examples of Topics for Philosophical Chairs provides several sample statements and questions.

Instructional Steps

- Explain that students will engage in an entire class discussion of a controversial topic where they will be given a choice to either agree or disagree with the central statement.
- Have students go through a norming process (see Chapter 3: Collaboration for more information) to generate a list of expected behaviors in order to have a positive debate where everyone is heard.
- Use Teacher Resource 2.13c: Rules of Engagement for Philosophical Chairs to add ideas to the student-generated list.
- Have students read through the central statement, being sure to discuss and define all terms that might be unfamiliar to students.
- Have students use Student Handout 2.13b: Pre-Discussion Organizer for Philosophical Chairs to record the central statement and record all of the reasons that they agree or disagree with the statement.
- Tell students to then summarize whether they agree or disagree with the central statement.

- Set up one side of the room where all of the students who agree with the statement will gather and the other side of the room as the disagree side.
    - Once students are familiar with the process of using a Philosophical Chairs format, you can add a third side that is neutral.
- Have one student, from either the agree or disagree side, start the conversation.
- Instruct students to alternate the side that is speaking (e.g., first agree, then disagree, then agree).
- A good idea to keep select students from dominating the conversation is to implement a "Three before me!" rule. This means that students should allow at least three other students to speak before they speak again.
- Have each speaker summarize the previous student's argument before giving their own point of view. Consider providing a sentence frame, such as, "I heard you say _____, but I think _____."
- Encourage students to switch sides if they are convinced by the other side's argument(s).
- At the conclusion of the Philosophical Chairs discussion, use one of the Philosophical Chairs debrief handouts (Philosophical Chairs Report, Philosophical Chairs Written Evaluation Sheet, or Philosophical Chairs Reflection) with the students in order to review what went well and what could be improved for next time.
- Set a goal on how to improve the next Philosophical Chairs discussion and revisit that goal before beginning the subsequent Philosophical Chairs session.
- For more information about Philosophical Chairs, including videos of an authentic Philosophical Chairs discussion, visit the AVID Critical Thinking and Engagement webpage on MyAVID.

To adapt this lesson for primary classes:
- Create a space on the walls where you can display a controversial topic and have students write their opinion and post it on either an agree or disagree side. The wall space can be called a Red Light–Green Light or Tug of War area.
- Allow students to share and discuss their idea with someone from the opposite side before posting.

Extension
- To increase rigor:
    - Select two readings that discuss opposing viewpoints, such as texts from AVID Elementary Weekly, and have students analyze the texts.
    - Have students independently, or in small groups, research articles on their side's position and generate quotes or statistics to back up their position.
- To increase scaffolding, select topics that are more entertaining in nature and easier for students to draw from personal experiences.

Rules of Engagement for Philosophical Chairs

- 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 him/her.

- Briefly summarize the previous speaker's argument before you state 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.

Bendall, P, Bollhoefer, A., & Koilpillai, V. (2015). *AVID critical thinking and engagement: A schoolwide approach.* San Diego, CA: AVID Press.

Pre-Discussion Organizer for Philosophical Chairs

Name: _____ 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.

Central Statement:	
Agree	**Disagree**

Summarize your current position on the central statement above.

Bendall, P., Bollhoefer, A., & Koilpillai, V. (2015). *AVID critical thinking and engagement: A schoolwide approach.* San Diego, CA: AVID Press.

Examples of Topics for Philosophical Chairs

Is summer the best time of year?

Are cats or dogs better pets?

Is it better to be a pirate or a ninja?

Animals should not be used as objects of sport and/or entertainment.

Humans have a positive effect on animals and their habitat.

Should animals be used for scientific experiments?

War is unavoidable.

Chewing gum should be allowed in classes.

Is it okay to kill bugs?

Should mobile phones be allowed in schools?

Animals should not be kept in cages.

Homework should be banned.

Should computers replace teachers?

Are sports and games as important as studies?

Should you be allowed to buy whatever you want to with your own money/allowance?

Students should be graded on their handwriting.

Electronic books are better than paper books.

Should schools have a dress code/uniform?

Philosophical Chairs Report

Name: _____ **Date:** _____

Central Statement/Topic:

My original position:

    Pro   Con   Undecided

How many times did I change my seat? _____

My ending position:

    Pro   Con   Undecided

How open-minded was I as I listened to other people talk?

    Mostly open-minded   Partially open-minded   Not very open-minded

Use this space below to explain why your position did or did not change and the reasons for your thinking.

Solomon, B. (2011). *The student success path.* San Diego, CA: AVID Press.

Philosophical Chairs Written Evaluation Sheet

Name: _____ **Date:** _____

Directions: Answer each of the following questions about today's Philosophical Chairs activity in a few sentences.

1. What was the most frustrating part of today's discussion?

2. What was the most successful part?

3. What statements led you to change your seat or to remain sitting in your original position?

4. What conclusions can you draw about how you form your beliefs based on today's discussion?

5. What would you change about your participation in today's activity? Do you wish you had said something that you did not? Did you think about changing seats but didn't? Explain.

Solomon, B. (2011). *The student success path.* San Diego, CA: AVID Press.

Philosophical Chairs Reflection

Name: _____ **Date:** _____

Directions: Provide a written reflection of the philosophical discussion you heard in class. Be sure you include the following in your reflection points:

- the statement that was discussed

- the arguments for the statement

- the arguments against the statement

- your position and reasons for this position

- whether or not you changed your mind during the discussion, which arguments swayed your thinking, and why

Solomon, B. (2011). *The student success path.* San Diego, CA: AVID Press.

2.14 Socratic Seminar

Student Objective

Students will develop a deeper understanding of complex ideas through meaningful dialogue.

Overview

Socratic Seminar is a structured discussion around a common text or resource designed to generate a deeper understanding of the text or resource through collaboration and intentional dialogue. This structure promotes critical thinking, collaboration, the understanding of various points of views, and the analysis of multiple ideas on a common subject.

Materials/Set-Up

- Teacher Resources:
    - 2.14a: Academic Language Scripts for Socratic Seminar: Primary Level
    - 2.14b: Academic Language Scripts for Socratic Seminar: Intermediate Level
    - 2.14c: Sample Class Arrangements for Socratic Seminar
    - 2.14d: Cats and Fish Cards
- Student Handout:
    - 2.14e: Observation Checklist for Socratic Seminar

Instructional Steps

- Discuss the purpose and format of Socratic Seminar.
- Select the variation of Socratic Seminar that will best meet the purpose of the discussion: one large circle, fishbowl, simultaneous, or triad.
    - When first introducing Socratic Seminar, consider using the fishbowl or one large circle.
- Utilize Teacher Resource 2.14c: Sample Class Arrangements for Socratic Seminar to set up the seating arrangement for students.
- Select an interesting and rigorous text or photograph and have every student use appropriate reading strategies to analyze the text or photograph.
- Have students generate at least two Costa's Level 2 or 3 questions, which can be used during the discussion.
- Before the first Socratic Seminar, discuss with students that Socratic Seminars are times for discussion/dialogue, not debate/argument.
- To begin the conversation, either select an overarching question from the student-generated questions or use a teacher-created question.

- Have students begin discussing the question and encourage the students to refer to the text when responding to the other students in the circle.
    - Students can also refer to the Teacher Resources 2.14a: Academic Language Scripts for Socratic Seminar: Primary Level or 2.14b: Academic Language Scripts for Socratic Seminar: Intermediate Level references (two per page), which can be cut out prior to distribution.
- As the teacher, it is important to either remain outside of the circle from the beginning or to begin in the circle, but encourage students to address each other and work toward transitioning out of the circle. This will encourage students to discuss directly with the others students in the circle, instead of addressing you.
- If you notice certain students dominating the conversation, consider having students use "talking chips" (e.g., pennies, playing cards, different colored paper).
    - Begin by having students, upon their first time speaking, turn in the same specified talking chip (e.g., all students can gently toss their green piece of paper into the center of the Socratic Seminar circle upon initially speaking).
    - When using talking chips, be sure that every student uses up one color before students can move on to another color. Students can also say, "Pass," and have that count as their turn.
- At the end of the discussion, conduct a verbal debrief by asking the students open-ended questions.
    - Continue with a final overarching question about a final thought on the discussion, which each student answers.
    - Ask students to state what was the best point that was made during the discussion.
    - Have students reflect on what they did well and what they could improve upon for next time.
- Have the class generate a goal on how they could improve during the next Socratic Seminar (e.g., only have one speaker at a time, make sure everyone has a chance to speak).
- Refer back to the goal during the next Socratic Seminar.
- As a final step, consider having students write a written reflection or use the ideas from the Socratic Seminar in connection with a larger writing prompt.
- For more information about Socratic Seminar, including videos of an authentic Socratic Seminar discussion, visit the AVID Critical Thinking and Engagement webpage on MyAVID.

Fishbowl Variation
- Copy the Student Handout 2.14d: Cats and Fish Cards pages back-to-back, so that the image of the cat or fish appears on one side and the related sentence stems appear on the other side.
- Randomly distribute cards to students.
  - "Fish" will go into the inner circle, and "cats" will go to the outer circle.
- Provide every student with a copy of the Observation Checklist for Socratic Seminar.
- The first group will form an inside circle—the "fishbowl"—and engage in the discussion about the text.
- Encourage the inner circle to use the back of their cards with the question stems to support discussion.
- The second group will form an outside circle and be assigned to observe one student from the inner circle.
  - You can refer to the students inside the circle as the "fish" having the discussion, and students on the outside can be referred to as the "cats," since they are watching the "fish inside of the bowl."
- The students on the outside should use Student Handout 2.14e: Observation Checklist for Socratic Seminar, as well as the information on the back of their card, to track a "fish" on the opposite side of the circle and observe behaviors during the discussion.
- Halfway through the discussion, or once all of the talking chips have been used, have the outside group trade cards and move to the inner circle and students in the inner circle become the outer circle.
- The new members of the outside group should now observe the same student that had been observing them.
- At the conclusion of the discussion, conduct a debrief to reflect on how they could improve the discussion.
- Have the two students who observed each other pair up and debrief what they did well and what they could improve upon for next time.

To adapt this lesson for primary classes:
- Choose books that have clear morals or themes dealing with subjects that can more easily connect with your students' personal experiences. A few options are: *The Giving Tree, The Sneetches and Other Stories, Stone Soup,* and *The Little Engine That Could.*

- Begin with an overarching question that allows students to discover the moral or theme of the book.
- Allow students to discuss personal connections to when they dealt with similar things in their life.
- Transition students to do a Think–Pair–Share about how they might behave differently in the future based on the message of the book.
- Initially, the discussion will need to have more guidance. However, it is important that students practice sharing their ideas with other students and not directing their comments to the teacher, which will promote the sharing of ideas and collaborative discussion.

Extension

- To increase rigor:
  - Base the Socratic Seminar on a more complex text.
  - Use multiple sources related to the topic.
- To increase scaffolding:
  - Read the text aloud together and lead students through the reading process.
  - Allow students to turn and talk to an assigned student-partner in the outer circle to generate new ideas for the discussion.
  - Allow students from the outer circle to pass a sticky note with new ideas to their student-partner in the inner circle.

Academic Language Scripts for Socratic Seminar: Primary Level

Clarifying

- Could you give us an example…?
- Would you please explain…?
- Would you mind repeating…?

Building on What Others Say

- You bring up an interesting point, and I would also add….
- I thought about that also, and I am wondering: …?

Expressing an Opinion

- In my opinion….
- From my perspective…?

Agreeing

- My perspective is similar to [classmate's name] in that….
- I agree with [classmate's name] that….

Disagreeing

- I don't really agree with you because….
- I see it another way. I think….

Paraphrasing

- If I understand you correctly, your opinion is: …?
- So are you saying that…?

Expanding

- I would like to offer another perspective….
- To add in another idea….

Academic Language Scripts for Socratic Seminar: Intermediate Level

Clarifying
- Would you please explain…?
- Could you give an example of…?
- Would you mind repeating…?

Probing for Higher Level Thinking
- What is another way to look at it?
- How are _____ and _____ similar?
- Why is _____ important?

Building on What Others Say
- I agree with what [classmate's name] said because….
- You bring up an interesting point, and I would also add….
- I thought about that also, and I am wondering: …?

Expressing an Opinion
- In my opinion….
- From my perspective….

Agreeing
- I agree with [classmate's name] that….
- My perspective is similar to [classmate's name] in that….

Disagreeing
- I have a different perspective, I think….
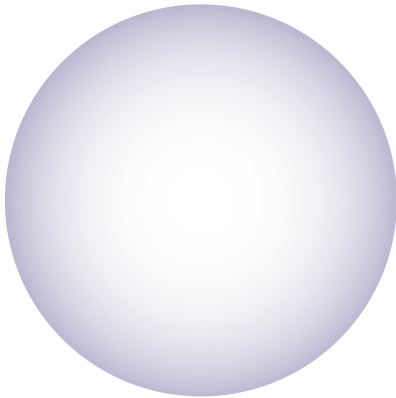- I see it differently, as I feel like….

Paraphrasing
- If I understand you correctly, your opinion is that….
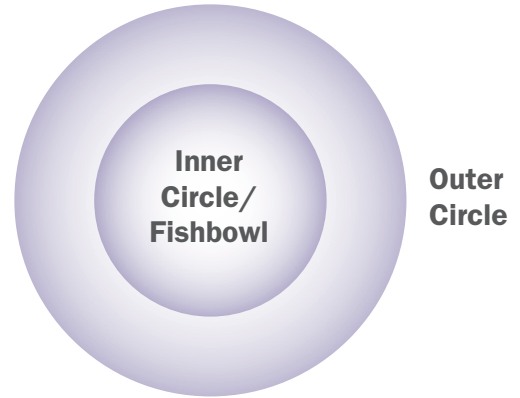- So are you saying that…?

Expanding
- I would like to offer another perspective….
- To add in another idea…

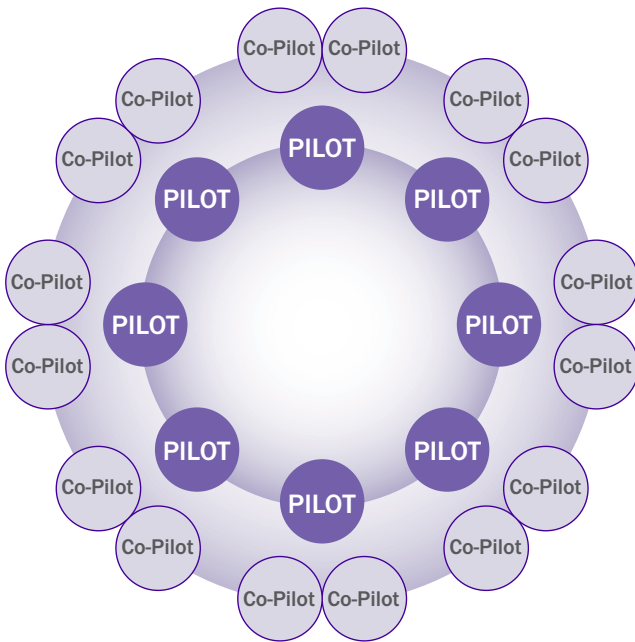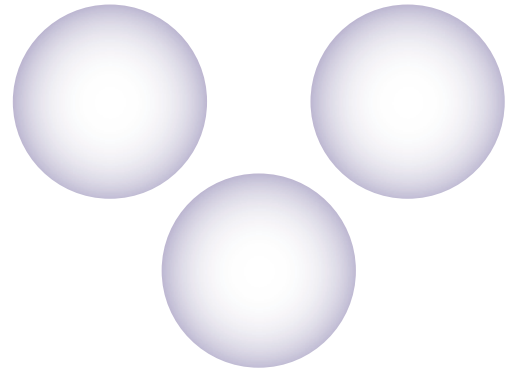## Sample Class Arrangements for Socratic Seminar

One Large Seminar

Inner/Outer Circle or Fishbowl

Inner Circle/ Fishbowl

Outer Circle

Triad Seminars

Co-Pilot Co-Pilot
Co-Pilot
Co-Pilot
Co-Pilot
PILOT
PILOT **PILOT**
Co-Pilot
Co-Pilot
PILOT **PILOT**
Co-Pilot
Co-Pilot
PILOT **PILOT**
Co-Pilot
PILOT
Co-Pilot
Co-Pilot
Co-Pilot Co-Pilot

Simultaneous

Valdez, S., Carter, M., & Rodgers, J. (2013). *The write path English language arts: Informing ourselves and others through writing and speaking*. San Diego, CA: AVID Press.

Cats and Fish Cards

Cats and Fish Cards

Clarifying
Is it your position that…?
To be clear, you are saying…?
I'm confused when you say _____; could you elaborate?
Paraphrasing
Put another way, you're saying….
So you're saying….
I hear you saying….
Agreeing
I agree with _____ because….
_____'s point about _____ was important because….

Disagreeing
I see it differently because….
I don't really agree with you because….
The evidence I've seen suggests…
Building on
Yes, and furthermore….
The author's claim that _____ is interesting because _____.
Adding to what _____ said….
Summarizing
What I'm trying to say overall is…
More than anything, I believe….

Clarifying
Is it your position that…?
To be clear, you are saying…?
I'm confused when you say _____; could you elaborate?
Paraphrasing
Put another way, you're saying….
So you're saying….
I hear you saying….
Agreeing
I agree with _____ because….
_____'s point about _____ was important because….

Disagreeing
I see it differently because….
I don't really agree with you because….
The evidence I've seen suggests…
Building on
Yes, and furthermore….
The author's claim that _____ is interesting because _____.
Adding to what _____ said….
Summarizing
What I'm trying to say overall is…
More than anything, I believe….

Clarifying
Is it your position that…?
To be clear, you are saying…?
I'm confused when you say _____; could you elaborate?
Paraphrasing
Put another way, you're saying….
So you're saying….
I hear you saying….
Agreeing
I agree with _____ because….
_____'s point about _____ was important because….

Disagreeing
I see it differently because….
I don't really agree with you because….
The evidence I've seen suggests…
Building on
Yes, and furthermore….
The author's claim that _____ is interesting because _____.
Adding to what _____ said….
Summarizing
What I'm trying to say overall is…
More than anything, I believe….

Clarifying
Is it your position that…?
To be clear, you are saying…?
I'm confused when you say _____; could you elaborate?
Paraphrasing
Put another way, you're saying….
So you're saying….
I hear you saying….
Agreeing
I agree with _____ because….
_____'s point about _____ was important because….

Disagreeing
I see it differently because….
I don't really agree with you because….
The evidence I've seen suggests…
Building on
Yes, and furthermore….
The author's claim that _____ is interesting because _____.
Adding to what _____ said….
Summarizing
What I'm trying to say overall is…
More than anything, I believe….

Observation of fish. Do they…

Share ideas (+)
Refer to the text (+)
Ask a question (+)
Follow the discussion (+)
Have a side conversation (-)
Interrupt someone else (-)
Dominate the conversation (-)

Observation of fish. Do they…

Share ideas (+)
Refer to the text (+)
Ask a question (+)
Follow the discussion (+)
Have a side conversation (-)
Interrupt someone else (-)
Dominate the conversation (-)

Observation of fish. Do they…

Share ideas (+)
Refer to the text (+)
Ask a question (+)
Follow the discussion (+)
Have a side conversation (-)
Interrupt someone else (-)
Dominate the conversation (-)

Observation of fish. Do they…

Share ideas (+)
Refer to the text (+)
Ask a question (+)
Follow the discussion (+)
Have a side conversation (-)
Interrupt someone else (-)
Dominate the conversation (-)

Observation Checklist for Socratic Seminar

Name: _____   **Partner's Name:** _____

Each time your partner does one of the following, place a checkmark in the box.

Shares an idea.

Talks about specific information from the reading.

Asks a new or follow-up question.

Paraphrases and adds to another speaker's ideas.

Appears to listen to the discussion.

Engages in side conversation.

Interrupts another speaker.

Dominates the conversation.

After the discussion is complete, answer the following questions:

What is the most interesting thing that your partner said?

What would you like to have said in the discussion?

Collaboration

Visit the *AVID Elementary Foundations: A Schoolwide Implementation Resource* webpage

on MYAVID for additional materials and resources.

Collaboration

A collaborative classroom is an intentional environment in which collaboration and social development are infused into academic content. In collaborative-rich classrooms, student collaboration goes beyond conventional cooperation and compliance, as students become invested, caring members of a learning community. Collaboration is essential for student success, as it entails experiencing the challenges and opportunities associated with a diversity of perspectives and working styles, which can deepen metacognitive thinking, accelerate learning, and broaden perspective.

The components of effective collaboration need to be explicitly taught to help students feel empowered and successful while engaging with others. There are many benefits to purposely incorporating collaboration as part of the classroom environment. Actively involving students in learning not only empowers them to take ownership of the content and the contribution of ideas in collaborative groups, but also to think more critically about topics as they collaborate as a team. Students learn to value and appreciate the diversity that other students bring to the classroom, which is a critical component in creating a safe classroom with mutual trust and respect. According to Kagan (1995), "Students in a cooperative group are more motivated to speak and feel greater support."

Collaboration is a key component of AVID's instructional methodology. Collaboration—the "C" of WICOR—allows students to learn from, support, and appropriately challenge one another in order to expand their own understanding and views. "When efforts are structured cooperatively, there is considerable evidence that students will exert more effort to achieve, build more positive and supportive relationships, and develop in more healthy ways" (Johnson & Johnson, 1999). The collaborative structures described in this chapter will aid students in acquiring and developing tools that promote student success—oral language, listening, writing, reading, self-advocacy, leadership, and higher level thinking skills—while working with content learning goals.

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

- Engage students in creating and monitoring the <u>expectations and norms</u> for the classroom
- Construct a <u>support system</u> for students in their classes
- Develop students' ability to utilize <u>collaborative structures</u> to engage in their own learning
- Create a welcoming, comfortable, energetic, and exciting <u>classroom environment</u>
- Create a college-going culture within the classroom and school

> **"** *Working together to achieve a common goal produces higher achievement and greater productivity than does working alone.* **"**
>
> David Johnson and Roger Johnson

Building Relational Capacity

Culturally relevant teaching is a term created by Gloria Ladson-Billings (1994) to describe "a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes." In a culturally relevant classroom, the teacher focus is on the quality of interactions, rather than the teaching of the content. Developing authentic relationships with students leads to learning partnerships and the creation of classrooms that are socially and academically safe for all students. "Culturally relevant teachers utilize students' culture as a vehicle for learning" (Ladson-Billings, 1995). Participating in culturally relevant teaching means that teachers create a link between students' home and school lives, while still meeting the expectations of the district and state academic standards. Culturally relevant teaching builds relational capacity by utilizing the backgrounds, knowledge, and experiences of the students to support the teacher's lessons and methodology. When positive relationships grounded in trust and emotional connections are formed, the result is meaningful student learning.

Educators must be proactive and intentional in building relationships with students and in laying a foundation for a classroom environment that facilitates community building and embraces high expectations for all students. As outlined 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).

To build a community of learners, educators must model and teach positive, effective communication skills, provide opportunities for flexible grouping and collaboration, and develop peer relationships through icebreakers, energizers, and community builders.

- Community builders help build a foundation for collaboration and promote a safe learning community, where students have a sense of belonging and are willing to take academic risks.
- Icebreakers provide opportunities for the teacher and students to get to know one another and appreciate the attributes that each individual brings to the classroom community.
- Energizers offer a great way to incorporate movement breaks or state changes into the day without disrupting the content of the lessons. In fact, these two to three minutes of playful movement, laughing, chanting, or singing promote more productive learning and relationship building in the classroom while also enhancing brain capacity.

3.1 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 publicly to the class and sharing both personal and content-related information. Beach Ball Toss is an exciting activity that encourages students to build community, share information, and take risks in a fun, friendly, and positive environment.

Materials/Set-Up

- Teacher Resource:
  - 3.1a: Beach Ball Questions
- One beach ball with the numbers 1–20 written on it to correspond to the questions on Beach Ball Questions.

Instructional Steps

- With this whole-group activity, have a student volunteer to hold the ball and toss it to another student, calling them by name as they toss the ball.
- The student who catches the ball announces the number that is closest to their thumb on their right hand.
- Then, read the related question from Teacher Resource 3.1a: Beach Ball Questions to that student, so they can answer accordingly.
- Have students use the wording of the question to formulate the answer.
  - For example, "The first thing that I do when I wake up is…."
- When the student has answered the question, repeat the previous steps, allowing a new student to respond to a question each time.
- Close the activity with a debrief, either verbal or written, using a few of the questions from Teacher Resource 3.37a: Debriefing Prompts at the very end of this chapter.

To adapt this lesson for primary classes:

- Use a beach ball without numbers on it.
  - Have questions preselected for the group to answer.
- Allow all students to share and respond to the questions with a predetermined partner.
- After all students have responded with a partner, have the student holding the ball share their response publicly to the group.
- Repeat the process by having the student who shared toss the ball to another student.

Extension

- To increase rigor:
  - Alter the questions to support a review of subject area content.

Beach Ball Questions

1. What is the first thing that you do when you wake up?

2. What is your favorite thing to do on the weekend?

3. What is your favorite type of candy? Why?

4. If you could be a famous actor, athlete, or musician, what would you choose? Why?

5. If you could spend the day with anyone, who would it be? Why?

6. If you could ask the president of the United States one question, what would it be?

7. What was a moment in your life where you tried something and simply were not good at it?

8. How many minutes does it take you to get ready in the morning?

9. If you were any animal, what would you be? Why?

10. What is something kind you could do for another person today?

11. What is your favorite time of the year?

12. If you were a teacher, what subject would you teach? Why?

13. If you could be invisible for a day, what would you do?

14. Are you a good friend? Why or why not?

15. If you could change one rule that your family has, what would it be?

16. What is your favorite thing about one of your relatives?

17. Would you rather be really tall or really small?

18. If you could pick one new thing to add to the playground, what would it be?

19. What is the best feeling in the world?

20. Imagine your life as an adult; what would you want to do all day?
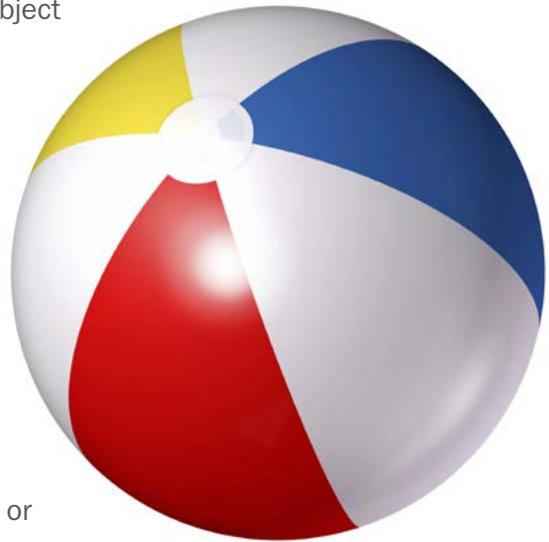
3.2 Icebreaker: Expressing Personality

Student Objective

Students will discover similarities and differences between themselves and their classmates.

Overview

Students will create an acrostic poem that is self-descriptive. This is an engaging activity that allows students to learn names and begin discovering similarities and differences among one another. Allowing students opportunities to express themselves and share their experiences supports the creation of a safe and welcoming classroom for all students.

Materials/Set-Up

- Markers, colored pencils, or crayons
- Letter stencils, stickers, or letter shapes
- Magazines or other image sources
- Chart paper

Instructional Steps

- As a class, create a two-column anchor chart for the lesson by brainstorming words and phrases that represent each letter of the alphabet.
  - A: athletic, amazing, active
- Explain to students that they will be creating an acrostic poem to visually represent themselves to the class.
- Create an example for students using the teacher's name. For instance, a teacher named Mike may create the acrostic below:

  Muscular
  Intelligent
  Kind
  Educated

- Provide each student with a blank piece of paper. Ask each student to create a template with the letters from their name appearing vertically down the left side of the paper. The letters should appear large and bold.
  - Students can write the letters of their name, use stencils, cut and glue letters, use stickers, etc.
- Using the letters in their name, along with the anchor chart as needed, students select words that best describe them to create their own acrostic poems.
- Choose a collaborative structure that will support students in sharing their poems.
- Close the activity with a debrief, either verbal or written, using a few of the questions from Teacher Resource 3.37a: Debriefing Prompts at the very end of this chapter.

To adapt this lesson for primary classes:
- Provide students with a piece of paper containing their names prewritten or preprinted.
- Allow students to create their poems with partners.
- Provide students with word banks, image banks, magazines, or clip art.

Extension

- To increase rigor:
  - Replace the whole-group brainstorm with the following steps:
    - Post the alphabet letters around the room on walls or on tables.
    - Have students form groups of three to four.
    - Have each group rotate around the room to collaboratively add adjectives to each letter of the alphabet.
  - Have students work in partners to create acrostic poems for each other.
- To integrate technology:
  - Allow students to use accessible technology to do research on words, as well as to create their final projects.

3.3 Icebreaker: Just Like Me

Student Objective

Students will build community by making connections to each other.

Overview

Just Like Me is an icebreaker that helps students get to know each other by making personal connections. Students will have an opportunity to connect with their peers through a variety of statements related to family, school, and experiences.

Materials/Set-Up

- Sticky notes

Instructional Steps

- Have students initially write Just Like Me statements on sticky notes that can be utilized in the activity.
- Have students gather in a circle on the floor.
- Instruct students to stand up and say, "Just like me!" if the statement applies to them.
- Model this to ensure that all students understand when to stand and what to say.
- Continue through a predetermined number of statements or until all students have had a chance to stand up multiple times.

To adapt this lesson for primary classes:

- Create Just Like Me statements (e.g., "I have two sisters," "I have a dog," "I like riding my bike," "I have been to the zoo," etc.) that can be verbally shared by students.

Extension

- To increase rigor: have students create their own Just Like Me statements based on their personal experiences.

3.4 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 for students to view as an example.

Instructional Steps

- Have students fold a piece of cardstock or light-colored construction paper in half horizontally.
- Students then open 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 of both sides.
- On one side, have students write a different fact in each of the four corners. It is important to be explicit about what goes in each corner. Examples include:
    - The name of the teacher that the student had 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 most excited about this year
    - The college that the student is hoping to attend
    - The career that the student is hoping to have
    - Three words that describe the student
    - A hobby that the student has
- Finally, students should open the name tent wide enough to stand it on their desk.

To adapt this lesson for primary classes:

- Provide students with a folder that has their name preprinted, which can be used as their name tent.
- Have students use a highlighter to trace their name.
- Create the name tents over multiple days.
- Turn the name tents into a nametag for students to wear.
- Examples of facts that can be included in the corners of the name tent are:
    - The number of letters that are in the student's name
    - A drawn circle in the student's favorite color
    - The age of the student
    - The number of people in the student's immediate family
    - The name of one person that the student knows in the class

Extension

- To increase rigor:
    - Have students use a collaborative structure to introduce themselves to each other using their name tents.
    - Use the name tents to group students into partners or groups.
- To increase scaffolding:
    - Provide a word bank or image bank for students to reference while creating their name tent.

3.5 Icebreaker: AVID Bingo

Student Objective

Students will strengthen the connection between each member of the classroom.

Overview

AVID Bingo combines social skills and WICOR strategies with bingo. This activity is a fun way for students to learn names and begin discovering similarities. It also provides students with the opportunity for brief conversations around those connections.

Materials/Set-Up

- Student Handouts:
    - 3.5a: AVID Bingo Game Card (modify as necessary to represent your students' interests and backgrounds)
    - 3.5b: AVID Bingo Game Card Containing Images
- Music

Instructional Steps

- Distribute copies of Student Handout 3.5a: AVID Bingo Game Card. (A blank AVID Bingo Game Card is available for download via the Elementary Foundations curriculum webpage on MyAVID.)
- While music is playing, students are to mingle with their classmates and find a category for which they can fill in their names. Inform students that they should keep going until the music stops, but remind them that this is not a race! Encourage them to have a brief discussion with their peer about the corresponding category when they find a name to record in a box.
    - Students should personally sign each other's cards.
- Start the music and tell students to begin.
- Stop the music after about 10 minutes or when most students have talked to several of their classmates.
- Allow time at the end for students to reflect and share, either verbally or in writing, some of the facts and similarities that they learned about their classmates.

To adapt this lesson for primary classes:

- Have students work with partners to complete the Student Handout 3.5a: AVID Bingo Game Card.
- Utilize Student Handout 3.5b: AVID Bingo Game Card Containing Images.
- Write letters or numbers that students are learning on the AVID Bingo Game Card. Have students identify the information, say things that start with the letter, or say things that represent the number written.
- Start the music each time students need to mingle and stop the music when it's time to pair up with a partner.

Extension

- To increase rigor:
  - Use AVID Bingo to review core content before an exam.
  - Provide students with a blank template and let them work in groups or with partners to create their own game boards.
  - Vary the outcome expectations. Examples include the following:
    - Blackout (i.e., all squares filled in)
    - Four in a row
    - Checkerboard

AVID Bingo Game Card

Name: _____ **Date:** _____

A	V	I	D
I like to play soccer. _____	I walk to school. _____	I don't like chocolate. _____	I can name the President of the United States. _____
I can name three colleges. _____	I know the principal's name. _____	I am the oldest child in my family. _____	I was born in another state. _____
I have a pet fish. _____	I know what job I want when I grow up. _____	I have traveled to a different country. _____	I play an instrument. _____
I have been to a zoo. _____	I read last night. _____	I can count by 5's to 100. _____	I know our school's mascot. _____

![AVID Proven Achievement. Lifelong Advantage. logo]

AVID Bingo Game Card Containing Images

Name: _____   Date: _____

A	V	I	D
Knows how to swim _____	Has a cat _____	Likes to ride a bike _____	Likes soccer _____
Likes to read books _____	Has been on an airplane _____	Has a dog _____	Likes horses _____
Likes pizza _____	Has a birthday this month _____	Free	Has been to a different country _____
Has a sister _____	Likes computers _____	Likes fruit _____	Has been to the beach _____

3.6 Community Builder: Partner Drawing

Student Objective

Students will develop communication skills as they work with a partner.

Overview

Partner Drawing focuses on a student's ability to work with a partner and communicate both clearly and descriptively. While the activity is fun and lighthearted in nature, it can also create some frustration and anxiety in students, as their individual communication and artistic skills are on display.

Materials/Set-Up

- Student Handout:
    - 3.6a: Partner Drawing
- Markers or other drawing utensils
- Paper or cardstock
- In advance of the activity, prepare pictures to be displayed for students to draw.

Instructional Steps

- Ensure that each student has a marker or other drawing utensil and a sheet of paper or cardstock.
- Have each student find a partner and determine who is Partner A and who is Partner B.
- Have partners sit back-to-back. Partner A faces the front of the classroom, and Partner B faces the back of the classroom.
- At the front of the classroom, show one of the pictures.
- Partner A has one minute to describe the picture to Partner B. Partner B will attempt to draw the picture as their partner describes it. Partner B does not get to ask any questions or look at the picture. This is an auditory activity.
- After one minute, have both partners look at the screen to see how accurately they portrayed the picture.
    - It's important to make this part of the activity fun.
- Then, switch roles so that Partner A is now the drawer and Partner B is the describer.
- Show a second picture and repeat the previous steps.
- Close the activity by having partners or groups complete the Partner Drawing handout and discuss what effective listening and speaking skills are necessary to complete the activity.

To adapt this lesson for primary classes:

- Use simple pictures (e.g., triangle, letters, numbers, dog, cat, tree, etc.).
- Provide a word bank with vocabulary that describes the drawing, such as: right, left, straight, curved, tall, legs, green, hairy, horizontal, oblique, etc.
- Allow students to ask one question.

Extension

- To increase rigor, connect the pictures to vocabulary words. Have students describe the vocabulary word, in their own words, in such a way that the other partner can illustrate the word without saying the vocabulary word. Alternate between which student draws and which student describes.

Partner Drawing

Name: _____   **Date:** _____

Partner A:

Partner B:

Effective Listening Strategies:	Effective Speaking Strategies:

3.7 Community Builder: 3 Stretches and 1 Truth

Student Objective

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

Overview

3 Stretches and 1 Truth helps students develop their knowledge regarding their classmates. Simultaneously, they are encouraged to develop their creative thinking and speaking skills.

Materials/Set-Up

- Teacher Resource:
  - 3.7a: 3 Stretches and 1 Truth Response Card (copied on cardstock)

In advance of the activity, cut out each of the individual response cards so that each student receives one.

Instructional Steps

- Ask each student to compose a list of interesting information about themselves that they would be comfortable sharing with the group. Suggested topics include:
  - Unique facts about themselves or their family members
  - Memorable encounters or feats
  - Favorite activities or hobbies
- Have each student submit their completed list, with their name written at the top.
- Select four students to come to the front of the room. Make sure that you have one of the selected student's lists 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 student 30 seconds to prepare their story.
- Then, give each student one or two minutes to tell the 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.
- Using Student Handout 3.7a: 3 Stretches and 1 Truth Response Card, have all of the other students in the class identify who they think was telling the truth by holding up their response cards and pointing to the number (1–4) associated with that person. Then, have the student who was telling the truth raise their hand.
  - The first student in line is #1, the second student in line is #2, the third student in line is #3, and the fourth student in line is #4.
- Repeat these steps with a new group of four students.
- Close the activity with a debrief, either verbal or written, using a few of the questions from the Teacher Resource 3.37a: Debriefing Prompts at the very end of this chapter.

To adapt this lesson for primary classes:

- Create a list of general statements on chart paper. For example:
  - I have had a broken bone.
  - I have been to the ocean.
  - I have caught a fish.
  - I have been snow skiing.
  - I have helped cook dinner.
- Give each student three sticky notes and have them copy their name on the sticky side of each one.
- Help students place up to three sticky notes next to statements that are true for them.
  - The names on the sticky notes will be facing the chart paper in order to keep the names top secret from the class.
- Select a statement and up to four students to come to the front of the room. Make sure that only one of the students will be telling the truth.
- Give students several minutes to prepare their story.
- Allow students time to collaborate with a partner or in small groups.
- Provide a visual outline to students for telling a story.

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.
  - Have students prepare a written story, which can be the truth or a stretch. Provide each person in the group one minute to ask clarifying questions in order to determine if the story is the truth or a stretch. Allow the group to vote.
- To integrate technology:
  - Use a feedback tool, such as Poll Everywhere, for group voting.

3 Stretches and 1 Truth Response Card

1
2
Who is telling the truth?
4
3

1
2
Who is telling the truth?
4
3
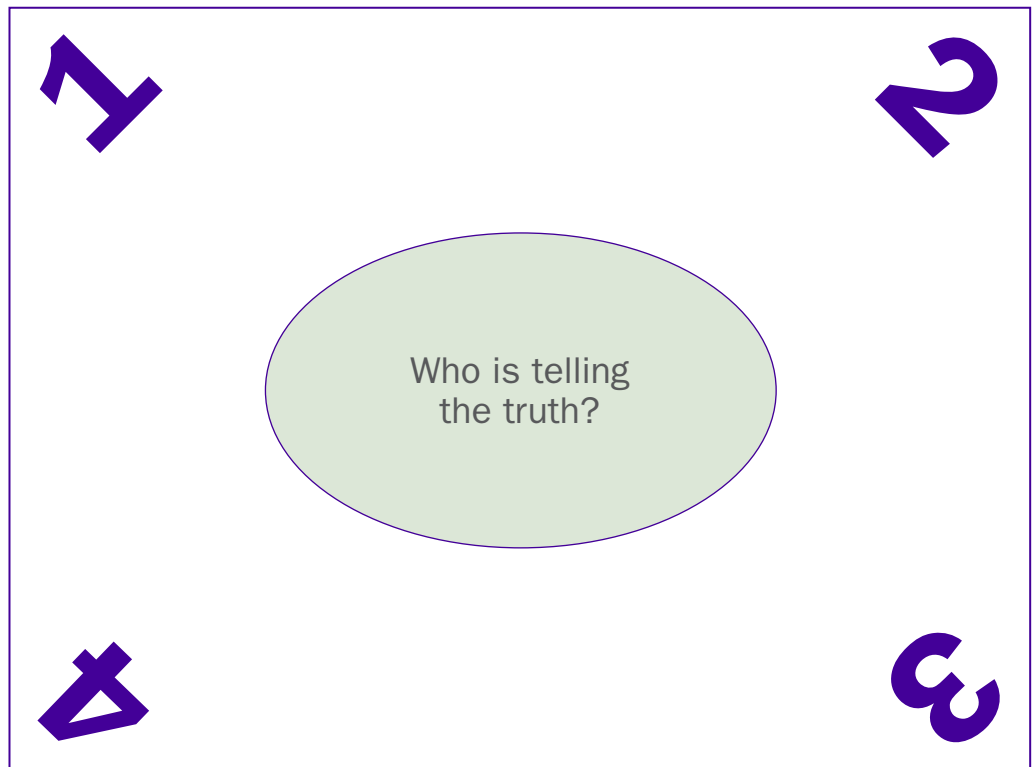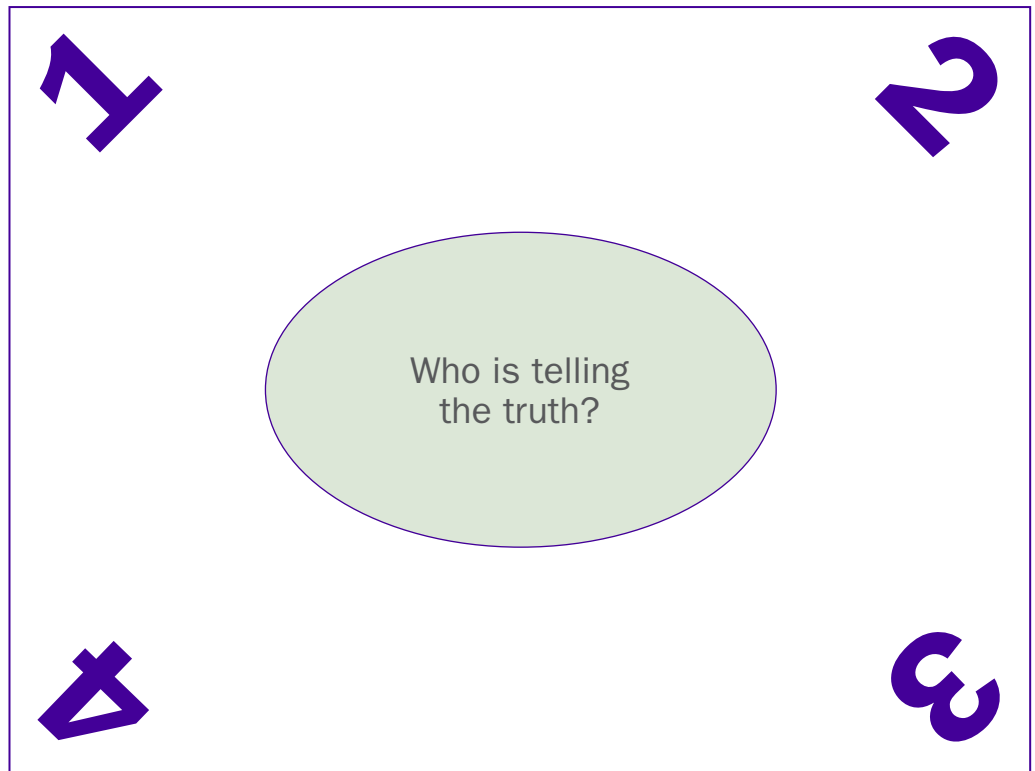
3.8 Community Builder: Team Résumé

Student Objective

Students will work collaboratively in newly formed groups 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 other team members.

Materials/Set-Up

- Chart paper
- Markers
- Pre-selected categories

Instructional Steps

- Using newly formed teams, distribute chart paper on which each team can create their 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, interesting facts, favorite subjects, etc.
- Provide students with one category at a time. Provide a word/statement bank for students to reference.
- Announce the category. Give students 30 seconds of think time before they can talk.
- Have students discuss the category in pairs in order to stimulate their thinking.
- Have students write individual responses for one minute.
- As a team, have students share their individual responses one at a time using a structure like Round-Robin. Allow students to ask each other questions for additional information.
- Provide teams with three or four minutes to summarize what each individual shared 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 each team share their résumé with the class or another team.

To adapt this lesson for primary classes:

- Provide each team with chart paper containing four large boxes drawn on it. Label each box using words or images representing the category that students are to discuss. Examples include: favorite activities, family members, favorite vacation spots, favorite subjects, etc.
- With the chart paper laying on the floor or a table, have students work with a partner to discuss and draw/write their responses for each category. Allow students two or three minutes to write and respond to each category. Rotate partners around the chart paper until everyone has had a chance to respond to all categories. Allow each team time to discuss connections and make observations from their charts.

Extension

- To integrate technology, have teams research parts of a résumé and select categories that they feel are most important to share.

3.9 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.

Materials/Set-Up

- Scratch paper

Instructional Steps

- Ask students to take out a piece of scratch paper.
- Instruct students that when they hear, "Go," they need to write as many numbers as they can—counting by 1 (e.g., write 1, 2, 3, 4…)—as fast as they can, until they hear, "Stop."
- After calling, "Stop," have students put their pencils down.
- Next, instruct students that when they hear, "Go" this time, 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, until they hear, "Stop."
- After calling, "Stop," have students pause and then pick their pencil 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.

To adapt this lesson for primary classes:

- Allow students to work with a partner for the third step. One partner will count by 1 writing the numbers, while the other partner will count by 2 saying the numbers.
- Provide students with two number lines, one counting by 1 and the other counting by 2.

Extension

- To increase rigor, choose more challenging patterns for students to write and say. Any number pattern can be used. Some examples include: write numbers by 1, count aloud backwards from 100 to 1, write numbers by 5, count aloud by 2.

3.10 Energizer: Standing Meeting

Student Objective

Students will energize and refocus their brains.

Overview

Standing Meeting is a quick energizer used as a state change to get students out of their seats after extended periods of sitting.

Materials/Set-Up

- None

Instructional Steps

- Have students stand up to process or share information with a partner. This is a good opportunity to use WICOR Study Buddies. Ideas include the following:
  - Repeat directions to a partner and clarify understanding.
  - Respond to questions.
  - Partner read.
  - Quiz each other.

To adapt this lesson for primary classes:

- When students have been sitting for too long, have them stand up, turn to a partner, and respond to a question that is not content-related. Ideas include the following:
  - What did you eat for lunch?
  - What are you doing after school?
  - Who did you eat dinner with last night?

Extension

- To integrate technology, use a random name generator to select partners or groups. Have students work together to complete a task. Post an electronic countdown clock and have partners stand for two minutes and then sit for two minutes, repeating this until the activity is complete.

Energizer: Stand-Up, Sit-Down

Student Objective

Students will energize their minds and bodies through movement.

Overview

Stand-Up, Sit-Down is an energizer that engages students as they use body movements to spell subject-related vocabulary.

Materials/Set-Up

- Pre-prepared list of words

Instructional Steps

- Direct students to stand beside their chair.
- Tell students that they are going to spell a word representing a current topic.
- Say the word that will be used 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. Examples include:
  - Collaboration
  - School
  - AVID
- Repeat the process for as many words as needed.

To adapt this lesson for primary classes:

- Post the words so that the students can see them, indicating the consonants with capital letters (when they stand) and the vowels with lowercase letters (when they sit).
- Instead of standing and sitting, allow students to raise their hands up for consonants and lower them for vowels.
- Have students go back and forth between standing and sitting, alternating with each letter of the word.

Extension

- To increase rigor, divide the class into groups to do different actions (e.g., when they hear a consonant, one group sits and one group stands). Do not post the words for students to see.

3.12 Energizer: Stand–Share–Sit

Student Objective

Students will refocus their minds and get oxygen to their brains by engaging in a state change.

Overview

Stand–Share–Sit is an energizer that provides students with a state change while they respond to a question and summarize or process information. Students practice effective collaboration skills and accountability for engaging in a task.

Materials/Set-Up

- None

Instructional Steps

- Ask students to stand up at their desks, holding any notes or information needed in order 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, problem-solving strategies) one student at a time.
    - This does not need to be done in order around the table.
- Have each student sit back down after sharing.
    - This activity creates a state change and ensures that all students have an opportunity to share.
- Close the activity by asking a few students to share something with the whole class that was said at their table.

To adapt this lesson for primary classes:

- Use this structure to review academic content as a whole group. Have students stand in a circle at the front of the room. Choose a student to start the activity. Once the student shares, they then sit down on the floor. Continue by having students share in order clockwise around the circle, with each student sitting after they share. Ideas include:
    - Counting by 1, 2, 5, or 10
    - Alphabet letters
    - Sounds that start with…
    - Favorite foods

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 that responds sits. Repeat this process until everyone is sitting. Continue the process by having students stand after they speak for the 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.

3.13 | Energizers: Double-This, Double-That

Student Objective

Students will take a brain break to refresh and rejuvenate themselves.

Overview

Double-This, Double-That is a fast and fun energizer that provides students' minds and bodies with both a physical and mental break from the content. Students will work with a partner to practice oral language, self-control, and cooperation.

Materials/Set-Up

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

Instructional Steps

- Select a student volunteer to model the actions for each motion, emphasizing that all motions need to be gentle.
- Discuss respectful ways to support partners who need help learning the words and motions.
- 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 backs 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.

To adapt this lesson for primary classes:

- Introduce the chant by teaching only one or two lines at a time. Instead of working with a partner, allow students to work independently, clapping their own hands together. Change the actions to meet the needs of the students. Ideas include: Double = clap, This = knee slap, That = shoulder tap.

Extension

- To increase rigor:
  - Have student 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.
  - Complete the physical actions of the chant without sound (i.e., students can't talk or say the chant).

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 self-control, creativity, and visualization.

Materials/Set-Up

- None

Instructional Steps

- Introduce the 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. Share strategies for how to keep their eyes closed.
- 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 the student needs help adding a detail, provide them with some ideas, such as a bird, a person, a house, etc.
- After the first student adds a detail, ask another student to add another detail.
- Continue this several times until students begin to understand how to build a mind image.
- The next time 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.
  - Student 1: "Imagine this: A dog is running down the road."
  - Student 2: "A dog is running down the road chasing a white cat."
  - Student 3: "A dog is running down the road chasing a white cat. A little girl walks out of her house."
  - Student 4: "A dog is running down the road 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.

To adapt this lesson for primary classes:

- Allow students to sit face-to-face with one partner, keeping their eyes open, if needed. Provide the class with the first image to get them started. Use simple ideas to which students can relate.

Extension

- To increase rigor:
  - Assign one student the role of the graphic designer. The graphic designer sits with the group, but is in charge of illustrating the details of the image that the other students are sharing.
  - Use this activity to recreate the ending to a story that was read in class.

Supporting Collaboration and Collaborative Structures

Supporting Collaboration

Deciding when students will collaborate is as important as deciding how students will collaborate. Oftentimes, this means predetermining what support is needed for the group or the task at hand to be successful. This includes taking group configurations into consideration, accommodating for larger projects, and defining responsibilities associated with each student's role. Having a clear understanding of what to do during a group assignment will afford students a greater chance of successfully completing an assignment efficiently and effectively.

In establishing a foundation of mutual trust—by way of intentional and consistent collaboration—teachers are able to better shape lessons and support how students engage in a learning activity. They can also structure the delivery of information to create an environment conducive to participation and engagement. As a result of engaging in collaborative structures, students not only deepen their understanding of subject matter, but also deepen their understanding of themselves and their peers.

Collaborative Structures

Another way to support collaboration is to provide structures. The collaborative structures from this section can be embedded into any lesson or content area to increase collaboration and student engagement—with both the content and the collaboration itself. The value and effectiveness of collaborative structures will increase throughout the year as teachers and students become more comfortable with collaboration and these structures.

Teachers can greatly increase the likelihood of success when using collaborative structures by providing students with clear instructions—including a time limit—before they move into their groups. Additionally, teachers should establish a specific routine for moving students into groups. Students may need to practice this routine until they master moving into their groups quickly, with the proper proximity and physical arrangement. If students do not understand the task and its desired outcome, the timeframe, or how to efficiently move into groups, chances are that the efforts of the group will be unsuccessful.

It is natural for conflict to arise when conducting collaborative structures. In response, teachers often feel the need to intervene, oftentimes too early. Instead, students should be taught about properly dealing with conflict. Students should be referred back to Activity 3.15: Collaborative Norms Contract to reinforce the expectations that were established as a class.

3.15 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; used with permission, all rights reserved):

Ask questions.

Engage fully.

Integrate new information.

Open your mind to diverse views.

Utilize what you learn.

Materials/Set-Up

- Student Handout:
    - 3.15a: Components of Effective Collaboration
- Teacher Resource:
    - 3.15b: Norms Example
- Chart paper
- Markers

Instructional Steps

- Provide each student with a copy of Student Handout 3.15a: Components of Effective Collaboration and have them underline main ideas and circle key words.
- Divide the class into groups of three or four students.
- Engage the class in a discussion about the purpose of effective collaboration.
- 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."
- Introduce the AEIOU norms or any other acronym that is preferred.
- Instruct students to work with their 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.
- Refine the norms as needed, and then post them on the wall for all students to sign.
- Use this contract as a living document by referring to, reviewing, and revising it as needed.

To adapt this lesson for primary classes:

- As a whole group, list the components from Student Handout 3.15a: Components of Effective Collaboration, each on a separate piece of chart paper. Introduce each component and have students work with a partner to brainstorm what they think each component should look like during collaboration. Lead a discussion around each of the components and create a list of their ideas for each chart. Spend multiple days practicing and modeling the expectations that the students create. After a few days, go back and interact with the chart by having students circle the things that seem most important for effective collaboration. To create the collaborative norms contract, add those ideas to a new piece of chart paper and have the students sign it.

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
Positive and Productive Communication	Positive and productive communication includes verbal (speech) and non-verbal (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.	• Be aware of both tone of voice and body/facial expressions. • Use technology (e.g., email, Skype, FaceTime, Dropbox, Edmodo, Google Drive) to continue communicating outside of class.
On-Task Behavior	The group focuses on the task and avoids distractions.	• Make sure that each group is not too close to another group. Find a private space if possible. • Invite group members to participate.
Equitable Work	Group members divide responsibilities fairly and ensure that all students have the opportunity to share ideas.	• Be willing to listen to all ideas and decide, as a group, which idea (or combination of ideas) is best. • Do your share of the work. • Invite group members to participate.
Task Analysis	The group identifies the goal and plans out a course of action to meet the goal.	• As a group, read instructions carefully and mark the text (take notes on the instruction sheet), if possible. • Identify the goal/target and refer back to it each time that the group meets. • Use tools (e.g., collaboration social contract, agenda/planner, backwards mapping) to break up the assignment into logical parts.
Leadership	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.	• Encourage others. • Identify team strengths and interests, and distribute work accordingly. • Share the leadership.
Conflict Management	When disagreements arise, group members use specific strategies to find a resolution.	• Utilize the conflict management process and available, credible resources to manage disputes.

Norms Example

Ask questions.

Engage fully.

Integrate new information.

Open your mind to diverse views.

Utilize what you learn.

3.16 Collaborative Group Roles

Student Objective

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

Overview

The following activity introduces students to the collaborative roles that can be utilized for various types of group collaboration throughout the year. Using collaborative roles ensures that all students are actively engaged in the work and creates shared ownership over the outcomes. This lesson provides students the opportunity to learn about each of the five roles associated with collaboration: Activity Director, Team Manager, Focus Facilitator, Graphic Designer, and Communication Expert.

Materials/Set-Up

- Student Handouts:
    - 3.16a: Defining Collaborative Group Roles
- Teacher Resources:
    - 3.16b: Table Tents for Collaborative Group Roles (printed on cardstock)
    - 3.16c: Collaborative Group Roles Selection Spinner (printed on cardstock and laminated)
- Teacher-created sentence starters (scholarly language scripts)
- In advance of the activity, complete the following:
    - Print copies, cut out, and prepare Teacher Resource 3.26a: Table Tents for Collaborative Group Roles. Also, cut out, prepare, and laminate Teacher Resource 3.16c: Collaborative Group Roles Selection Spinner for each group on cardstock.
    - Ensure that each group is provided with a copy of Student Handout 3.16a: Defining Collaborative Group Roles.

Instructional Steps

- Have students use the selection spinner to randomly assign each group member a role: Activities Director, Team Manager, Focus Facilitator, Graphic Designer, and Communication Expert.
    - Have students stand in a circle, with one student twirling the laminated selection spinner. When the spinner stops, everyone is assigned the role closest to them.
    - A blank spinner is provided where the teacher can write in desired roles.
- Once each student has been assigned a role, ask them to take and familiarize themselves with the corresponding table tent.
    - Depending on the size of the group, there may be multiple people sharing a job.

- Using the Jigsaw strategy (Activity 3.35, have students form Expert Groups with members from other groups who had an identical assigned role.
- In expert groups, have students discuss their understanding of their assigned role and create a two-column chart, with one column labeled "Looks Like" and the other column labeled "Sounds Like."
- After each Expert Group has completed their two-column chart, have everyone go back to their Home Group and present their new learning about their role.
- Throughout the year, group assignments will require a variety of student roles. It will at times be necessary for two students to do the same role, and conversely, a particular role may sometimes not be necessary for the task. Provide ways to ensure that all students have a role, even if that means duplicating roles.

To adapt this lesson for primary classes:
- Consider adding pictures to the Collaborative Table Tents for clarity.
- Introduce one role at a time by having a whole-group discussion, describing the responsibilities of each role in detail.
- As a whole group, create a two-column chart with students, discussing what each role looks like and sounds like.
- Allow students to act out and model the expected actions of each role to the class.

Extension
- To increase rigor, create a collaborative group reflection tool for students to fill out after the assigned task is complete. This tool will provide feedback to both the students and the teacher regarding the engagement of all group members.

Defining Collaborative Group Roles

Communication Expert:
Shares and Inquires
Asks the teacher questions, when appropriate.

Answers the teacher's questions, when possible.

Communicates with other groups.

Presents the group's ideas to the class.

Graphic Designer:
Creates Visuals
Records information.

Writes and/or draws for the group.

Serves as the group note-taker and illustrator.

Team Manager:
Gathers Materials and Supplies
Sets up materials before the activity begins.

Makes sure that all materials are cleaned up and put away properly.

Gets up to get additional supplies, when needed.

Focus Facilitator:
Monitors Engagement
Helps decide who will do each part.

Asks every student to share their ideas.

Makes sure that everyone's ideas are heard.

Invites others to make suggestions.

Keeps work focused around the task.

Activities Director:
Leads Group
Reads or gives the group directions.

Keeps group on task and following directions.

Makes sure that everyone is taking personal notes, as needed.

Monitors group noise.

Keeps track of time.

Table Tents for Collaborative Group Roles

Communication Expert

FOLD HERE

Communication Expert:
Shares and Inquires

Responsibilities	Soundbites
• Asks the teacher questions, when appropriate. • Answers the teacher's questions. • Communicates with other groups. • Presents the group's ideas to the class.	• Do we have any questions for the teacher? • How should we present the information? • Are there any other groups that could help us answer this question?

CUT HERE

Graphic Designer

FOLD HERE

Graphic Designer:
Creates Visuals

Responsibilities	Soundbites
• Records information. • Writes and/or draws for the group. • Serves as the group note-taker and illustrator.	• How would you like this to look? • How can we represent everyone's ideas? • What is the most important information to write? • I think I heard you say _____; is that right?

Table Tents for Collaborative Group Roles

Team Manager

Team Manager:
Gathers Materials and Supplies

Responsibilities	Soundbites
• Sets up materials before the activity begins. • Makes sure that all materials are cleaned up and put away properly. • Gets up to get additional supplies, when needed.	• Do we need any additional materials? • Would any other resources be helpful with this task?

FOLD HERE - -

CUT HERE - - -

Focus Facilitator

Focus Facilitator:
Monitors Engagement

Responsibilities	Soundbites
• Helps decide who will do each part. • Asks every student to share their ideas. • Makes sure that everyone's ideas are heard. • Invites others to make suggestions. • Keeps work focused around the task.	• Let's hear from _____ next. • That's interesting, but let's gets back to our task. • What do you suggest that we do next? • _____, what do you think about _____?

FOLD HERE - -

Table Tents for Collaborative Group Roles

Activities Director

FOLD HERE - - -

Activities Director:
Leads Group

Responsibilities	Soundbites
• Reads or gives the group directions. • Keeps group on task and following directions. • Makes sure that everyone is taking personal notes, as needed. • Monitors group noise. • Keeps track of time.	• We only have _____ minutes left. • That's a good idea to write down in your notes. • Let's take the noise level down a notch. • Does everyone understand the directions?

CUT HERE - - - - - - - - - -

Collaborative Group Roles Selection Spinner
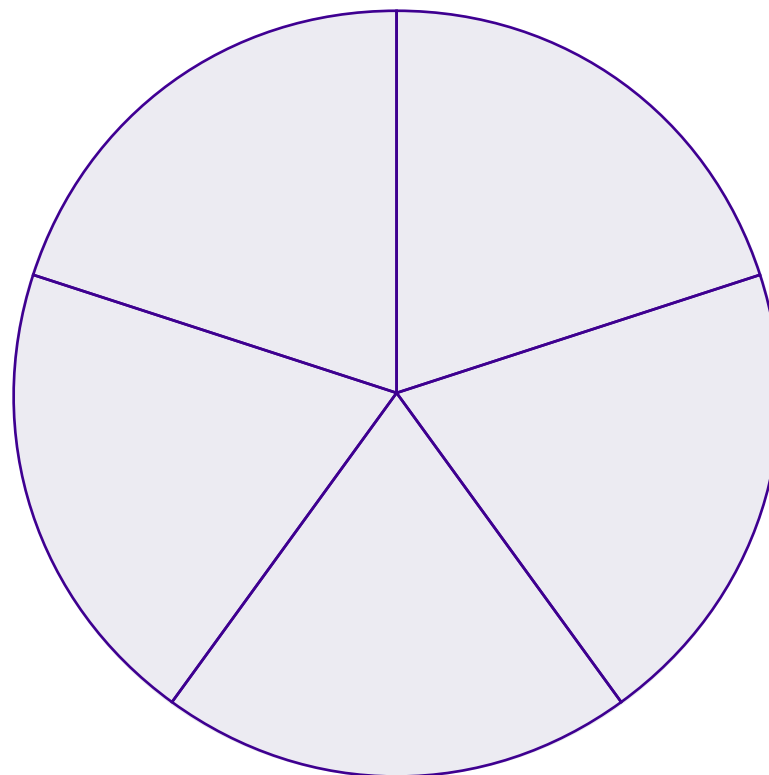
3.17 WICOR Study Buddies

Student Objective

Students will develop a group of Study Buddies (i.e., collaborative partners) for future activities.

Overview

WICOR Study Buddies is a structure that provides students with a variety of Study Buddies to collaborate with over an extended period of time. Students will develop long-term relationships with their WICOR Study Buddies, which in turn, builds classroom community by creating a safe learning environment for students to take risks.

Materials/Set-Up

- Student Handout:
    · 3.17a: WICOR Study Buddies Log
- In advance of the activity, select several "Would You Rather" statements (see Activity 2.12) for inclusion.

Instructional Steps

- Distribute a copy of Student Handout 3.17a: WICOR Study Buddies Log to each student.
- Instruct students to move to a specific side of the room according to the statement chosen.
    · For example, "Would you rather have a cat or a dog? If you would rather have a cat, move to the front of the room, but if you would rather have a dog, move to the back of the room."
- Once the students have made their selection and moved accordingly, direct them to find a partner by introducing themselves to someone on the same side of the room and record their name—as well as a distinguishing feature if the students do not know everyone by name yet—next to the "W" on the log.
- Continue to call out more "Would you rather...?" statements and have students regroup and find new partners. As they find new partners, have each student record the new partner for 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 they are revising their two- or three-column notes.

To adapt this lesson for primary classes:
- Provide each student with five small pictures of themselves. As students meet new Study Buddies, have them glue a class photo of each other next to the appropriate letter.
- Introduce WICOR Study Buddies gradually over several weeks. Provide several opportunities for students to work with each partner before adding additional letter partners.
- Challenge students to do things outside of class with their Study Buddy, such as eat lunch together or play at recess.

Extension
- To integrate technology, rather than having students physically meet during class, have students "meet" with their Study Buddy via a technology medium (e.g., texting, social media, Skype, FaceTime) either during or after class.

WICOR Study Buddies Log

Name: _____   **Date:** _____

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

W _____   **I** _____

C _____

O _____   **R** _____

Successful Classroom Interactions: SLANT

Student Objective

Students will understand SLANT and that it is an expected classroom behavior interaction that promotes increased attention and engagement during classroom instruction.

Overview

SLANT is used in both AVID Elementary and AVID Secondary sites as a technique for students to self-regulate their level of classroom interaction and engagement. It is also a quick and undisruptive way for teachers to provide a quick reminder of the classroom expectations as needed.

Materials/Set-Up

- Chart paper

Instructional Steps

- Have students individually respond to the following prompt through a two-minute quickwrite or quickdraw: "What behaviors do successful [insert grade level] students demonstrate during class?"
- Have students share their quickwrites or quickdraws with a partner.
- As a whole group, review what SLANT stands for and have students act out examples and non-examples of each letter:
    - **S**it with proper posture
        - Feet on the floor, sit up straight
    - **L**ean forward and listen.
        - No slouching
    - **A**sk pertinent questions.
        - Ask questions to better understand information, ask questions that are on topic and appropriate.
    - **N**od your head "yes" or "no."
        - Nod your head when the teacher looks at you during a lesson to show interest or agreement.
    - **T**alk with your teachers.
        - Stay engaged during the lesson, respond to the teacher, share connections to the lesson.
- Distribute a piece of chart paper to each table group.
- Explain to students that they are going to create SLANT posters to hang throughout the room to serve as a constant reminder of the SLANT expectations.
- Have each group create a two-column chart (the first column labeled "Examples" and the second labeled "Non-Examples"), with SLANT written vertically down the center.
- Provide students with plenty of time to collaborate and write on their charts.

- Have students hang their posters on the walls around the room.
- Have students take a gallery walk around the room to view the work of each team.
- Inform students that within the classroom and school, SLANT will be utilized as a visual, auditory, and ultimately, kinesthetic cue to adjust their body language and prepare them for academic success.

To adapt this lesson for primary classes:
- Take pictures of students reenacting the expectations of SLANT, making sure to include both examples and non-examples. Provide each group with a photocopy of the pictures. Have students glue the pictures into columns—examples and non-examples—while identifying each area of SLANT on their charts.

Extension

- To increase rigor, have students work in table groups to physically role play and reenact the SLANT expectations. Have each group present their reenactment to the class. Provide students with a rubric to ensure that they follow the set criteria. Record video of these presentations for other teachers to use in their classrooms.
- To further integrate technology, take digital pictures of students reenacting both examples and non-examples of the SLANT expectations. Upload the pictures for students to create a picture sort on an interactive whiteboard. Have students drag the pictures to the appropriate area representing either an example or a non-example of SLANT.

Example		Non-Example
	S	
	L	
	A	
	N	
	T	

3.19 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:
  - 3.19a: Call-and-Response Options

Instructional Steps
- When using call and response with students, first consider the purpose of the students' response. When students respond, they should:
  - Come to attention
  - Reengage
  - Reinforce key information
  - Celebrate
- Model the expectation for how students will respond appropriately and what actions they will take next.
- Use call and response frequently to support a culture of success and accountability.

To adapt this lesson for primary classes:
- Teach one call and response at a time and allow students an appropriate amount of time to respond. As students are learning the call and responses, review them two or three times to ensure that all students are participating and can respond back appropriately.

Extension
- To increase rigor, have students work in small groups to either create call-and-response options that reinforce class content or to review information for an upcoming assessment. Have students teach their call and responses to the class.

Call-and-Response Options

Attention Signals

Name	Call	Response
All Set	All Set	You bet
Rock and Roll	Ready to Rock	Ready to Roll
Hands on Top	Hands on Top	That Means Stop
Chicka Boom	Chicka Chicka	Boom Boom
Macaroni and Cheese	Macaroni and Cheese	Everybody Freeze
Hocus Pocus	Hocus Pocus	Everybody Focus
Yakety Yak	Yakety Yak	Don't Talk Back
Lollipop	Tootsie Roll, Lollipop	We've Been Talking, Now We Stop
Eyes on Me	1-2-3, Eyes on Me	1-2, Eyes on You
Class	Class, Class	Yes, Yes
Clap, Clap, Snap	Clap, clap, snap (action)	Clap, clap, snap (action)
Student Success	Student	Success

Celebrations

Name	Call	Response
AVID Clap	AVID Clap on Three: 1, 2, 3	Pound desk, pound desk, clap (action)
Firecracker	Firecracker on Three: 1, 2, 3	Clap hands (action) and say, "Pop, Pop"
Good Job	Good Job on Three: 1, 2, 3	G-Double O-D J-O-B. Good Job! Good Job!
Raise the Roof	Raise the Roof on Three: 1, 2, 3	Pumps hands in the air (action) and say, "Woot! Woot!"
You're Good Stuff	I'm Good Stuff You're Good Stuff, Too	Pat yourself on back (action) Pat your neighbor on the back (action)
Snap, Crackle, Pop	Snap, Crackle, Pop on Three: 1, 2, 3 Snap Crackle Pop	Snap fingers (action) Rub hands (action) Clap hands (action)
Round of Applause	Round of Applause on Three: 1, 2, 3	Clap hands in a circle (action)
Rubber Band Clap	Stretch It Stretch It Stretch It And…	Stretch hands apart (action) Stretch hands farther apart (action) Stretch hands farther apart (action) Clap hands three times quickly (Action)
Seal of Approval	Seal of Approval on Three: 1, 2, 3	Stiffen and extend arms in front of you, and then clap hands together (action) and make a barking noise like a seal

Reinforce Key Ideas

Name	Call	Response
Great Lakes	HOMES!	Huron, Ontario, Michigan, Erie, Superior
Multiples of…	Multiples of 3	3, 6, 9, 12, 15, 18, 21, 24, 27, 30
Verb Forms	Forms of "Is"	Am, Are, Is, Was, Were, Be, Being, Been
Beginning the European colonization of North America	In 1492…	Columbus sailed the ocean blue

3.20 Learning Styles

Student Objective

Students will be able to identify kinesthetic, auditory, and visual learning styles while determining which of these is their dominant learning style.

Overview

Understanding themselves as learners is one part of the journey for students in becoming self-directed learners. In the elementary classroom, our goal is to empower students with both the knowledge and skills to take ownership over their learning. Teaching students about learning styles provides them with the tools to identify their own learning styles while also developing strategies to compensate when their dominant learning style is not met in a classroom situation.

Materials/Set-Up

- Student Handouts:
  - 3.20a: The AVID Brain
  - 3.20b: Learning Styles Inventory
  - 3.20c: My Learning Style Reflection
  - 3.20d: Learning Styles Mandala
- Highlighters

Instructional Steps

- Provide each student with a copy of Student Handout 3.20a: The AVID Brain.
- Instruct students to independently read the handout, circle key words, and underline main ideas.
- In partners, have students share their current understanding of each learning style. Make learning style connections for students based on the information that is added to the chart by having them identify responses that would be considered kinesthetic (drawing a hand), auditory (drawing an ear), or visual (drawing eyes) next to each response.
- Pass out Student Handout 3.20b: Learning Styles Inventory for students to complete indpendently.
- Once they have completed the inventory, have each student tally the total number of responses of each letter (i.e., count the number of "A" responses, etc.). The letter that has the highest number helps in determining the student's dominant learning style (A = Auditory, B = Visual, C = kinesthetic).
- Have students form alike groups according to their most dominant learning style.
- Within their alike groups, have students pair up into smaller groups of two or three and complete Student Handout 3.20d: Learning Styles Mandala by using illustrations and/or words that best describe their learning style.
- Bring students back together as a whole group and ask for volunteers to share their learning style by discussing their mandala.
- To close the activity, have students individually complete Student Handout 3.20c: My Learning Style Reflection. This could also be used as a homework assignment or a follow-up activity on a different day.

To adapt this lesson for primary classes:

- Use chart paper to label three areas of the room: Auditory or A, Visual or B, Kinesthetic or C.
- Using the Learning Styles Inventory, read one statement at a time and have students move to the wall labeled with the learning style that best describes them.
  - Response A = Auditory, Response B = Visual, and Response C = Kinesthetic
- Provide students with a three-column notes page, with columns labeled: Auditory or A, Visual or B, Kinesthetic or C. Each time a student goes to a wall, they put a tally mark on their page in the appropriate column. An example scenario is provided below:
  - Read each statement out loud, "When I listen to a class lesson…
    - A (auditory): I listen very closely.
    - B (visual): I try to be close to the speaker and watch the speaker.
    - C (kinesthetic): I take notes."
  - Students who choose Response A would move to the wall labeled A or Auditory and make one tally mark on their chart in the A or Auditory column. Students who choose B would move to the wall labeled B or Visual and would make one tally mark on their chart in the B or Visual column, etc.
- Repeat this process through each question on the inventory.
- Have students go back to their seats and tally up how many tally marks they have in each column.
- Using their notes, help student understand which is their most dominant learning style.
- As a whole group, create a Learning Styles Mandala for each of the learning styles. This may take several days to complete.

Extension

- To increase rigor, add additional learning style groupings, such as: Kinesthetic/Auditory, Kinesthetic/Visual, Auditory/Visual, Kinesthetic/Auditory/Visual.
- To integrate technology, provide students with a template and have them create their mandala on a computer or tablet.

The AVID Brain

Directions: *As you read the information below, circle key words and underline main ideas. Then work with a partner to do a think-pair-share to answer the questions on the following page.*

Research shows that students process information using all of their senses, but in most students, one sense is dominant. These senses are important in the education process, as they influence the way a student learns and communicates. The most common learning styles (ways of learning) are: auditory, visual and kinesthetic.

The Auditory Learner

Auditory learners learn primarily from listening, and they generally take five to seven seconds to process information. They may not take many notes because this might distract them from hearing the information. The auditory learner tends to look to the side when constructing or recalling information.

The Visual Learner

Visual learners learn primarily from seeing, and they generally take three to five seconds to process information. They like charts and graphs and take lots of notes. The visual learner tends to look up when constructing or recalling information.

The Kinesthetic Learner

Kinesthetic learners learn primarily from touch and experimentation. They can take up to 15 seconds to process information. The kinesthetic learner tends to look down when constructing or recalling information.

Learning Styles Inventory

Name: _____   **Date:** _____

Circle the response that best matches what you would do in the given situation.

1. When I listen to a class lecture…
   a. I listen very closely.
   b. I try to be close to the speaker and watch the speaker.
   c. I take notes during the lecture.

2. I like to solve word problems by…
   a. talking to a friend or to myself.
   b. using an organized approach with lists or charts.
   c. walking, pacing or doing something active.

3. When someone tells me numbers, but I am unable to write them down, I…
   a. repeat the numbers to myself out loud.
   b. visualize or see the numbers in my mind.
   c. write the numbers in the air or on the table.

4. I learn something new by…
   a. having someone explain it to me while I listen.
   b. having someone do it for me while I watch.
   c. doing it myself.

5. When I watch a movie, I remember…
   a. everything (what was said, music, background noises).
   b. the costumes, environment and scenery.
   c. how it made me feel.

6. When I am trying to remember something, I…
   a. hear what was said or what sounds were around me.
   b. visualize it happening again in my mind.
   c. feel the way I did when it happened.

7. When I do not know how to spell a word, I…
   a. sound it out.
   b. see the word in my mind.
   c. write the word on paper until it looks right.

Learning Styles Inventory

8. I enjoy reading when the story has…

   a. a lot of dialogue (characters talking to each other).

   b. a lot of descriptive words.

   c. a lot of action.

9. I remember new people by…

   a. their names.

   b. their faces.

   c. their actions.

10. I have a hard time concentrating when…

   a. there is a lot of noise.

   b. there are a lot of people.

   c. I am uncomfortable (too hot, too cold, uncomfortable chair, etc.).

11. When it comes to clothes, I prefer to dress…

   a. in any way, since clothes are not that important to me.

   b. well – and I have a particular style.

   c. comfortably, so I can move around easily.

12. If I cannot read aloud or get up and move around, I…

   a. talk with a friend.

   b. look out a window.

   c. rock in my chair, tap my foot, drum my fingers or jiggle my pencil.

Scoring

Tally the number of responses for each letter.

Total of "a" responses _____

Total of "b" responses _____

Total of "c" responses _____

Interpreting Scores

If the majority of your responses were…	Your dominant learning style is…	And you probably learn best by…
"A" responses	Auditory	Hearing
"B" responses	Visual	Seeing
"C" responses	Kinesthetic	Doing

My Learning Style Reflection

Name: _____ **Date:** _____

My learning style is:

My learning style can be described in the following way:
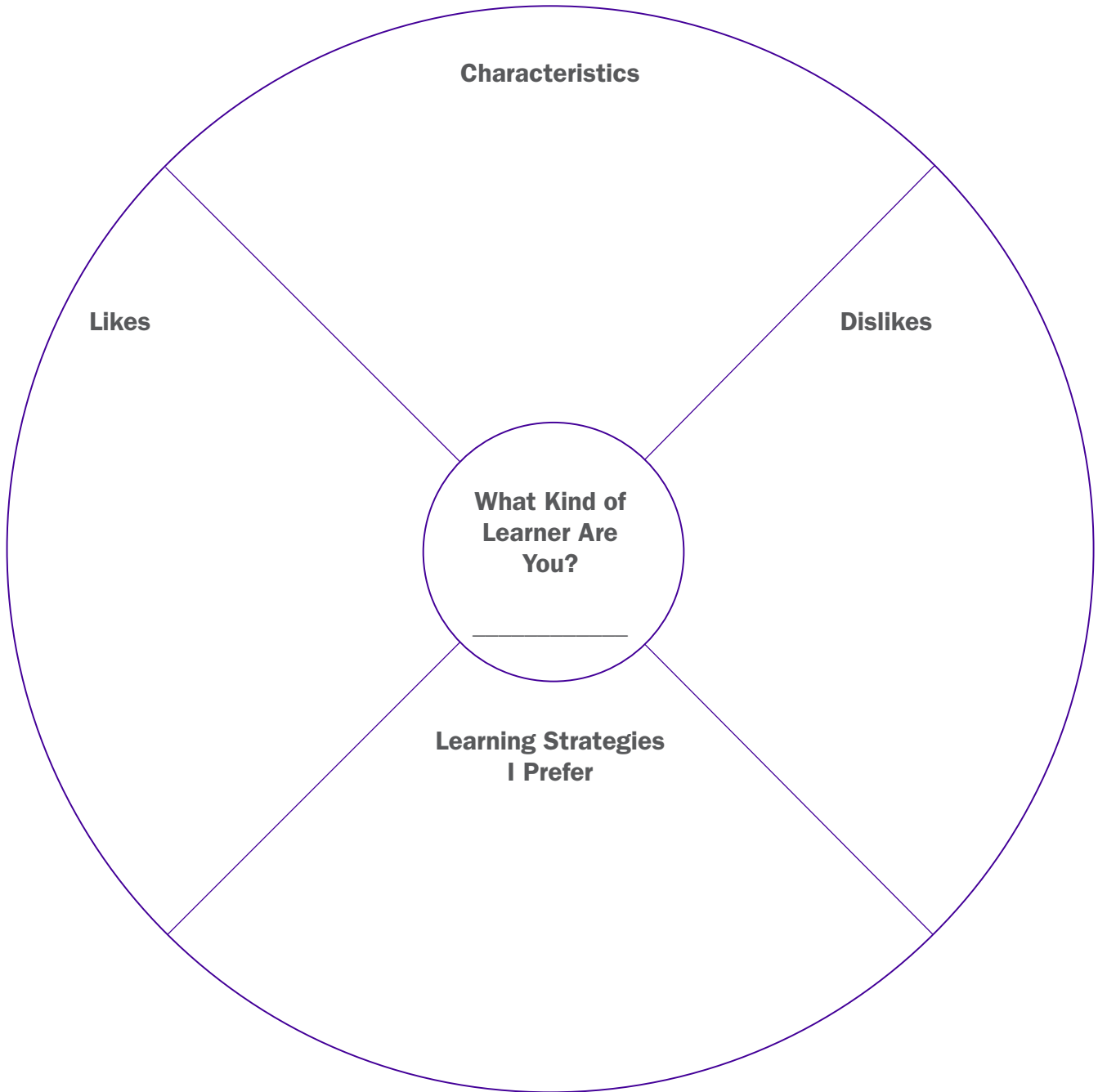
Based on my learning style, some of my study habits are:

Since not every classroom may foster my learning style all the time, I can still do well in each of my classes by doing the following:

Learning Styles Mandala

Name: _____ **Date:** _____

Characteristics

Likes

Dislikes

What Kind of Learner Are You?

_____

Learning Strategies I Prefer

3.21 Scholarly Speaking: Presentation Skills

Student Objective

Students will demonstrate using scholarly language and behavior in the classroom.

Overview

Communication skills are necessary to be successful in all facets of life. Scholarly speaking activities teach students how to communicate effectively and comfortably in a variety of situations. The Presentation Skills Observation form provides students with an expectation for successful scholarly and public speaking.

Materials/Set-Up

- Student Handouts:
  - 3.21a: Presentation Hints
  - 3.21b: Presentation Observation

Instructional Steps

- Teach students the importance of scholarly language and behavior in the classroom by introducing them to the following scholarly speaking tips:
  - Use of "I" messages to communicate feelings, thoughts, needs, and emotions (e.g., "I feel excited to talk about my weekend because I…").
  - Pay close attention to body language, given that body movements, gestures, and facial expressions are all interpreted as part of a larger message.
  - Be aware of spatial relationships when interacting in scholarly environments (Hall, 1966):
    - Intimate distance: 0–18 inches between people
    - Personal distance: 1.5–4 feet between people
    - Social distance: 4–12 feet between people
    - Public distance: 20+ feet between people
  - Be aware of pitch, articulation, tempo, volume, and rhythm depending on the audience, purpose, and intent.
  - Hone in on the ability to discern between being assertive, as opposed to aggressive. An assertive AVID student might say, "I have a different perspective and do not agree with the last statement."
- Introduce Student Handout 3.21a: Presentation Hints and Student Handout 3.21b: Presentation Observation to students.
- Have students take individual notes on 3.21b: Presentation Observation during a whole-group lesson or read-aloud.
- Transition students to work with a partner to compare notes from their observation forms.
- Debrief the use of the Presentation Observation tool as a whole group by asking students to share what they discussed with their partner.

To adapt this lesson for primary classes:

- Introduce the scholarly speaking tips noted earlier in the instructional steps.
- Using the content found on the Presentation Observation tool, create a graphic organizer to represent examples and non-examples of each component.
- As a whole group, discuss each component separately and have students share and act out examples and non-examples.
  - For example: Posture – Examples include: sit up straight, stand up straight, shoulders back, chest out, etc. Non-examples include: slouched over, leaning on table, leaning against the wall, etc.
- Using the Presentation Observation tool, have students provide feedback by using happy faces and sad faces in place of words.

Extension

- To integrate technology, video record students while they are giving a presentation or speaking in front of the class or group. Using the video, students will complete Student Handout 3.21b: Presentation Observation on themselves. Students will use this tool to create individual goals to identify which components they want to work on next time.

Presentation Hints

Just like formal essays, formal speeches have three main parts:

1. The introduction
2. The body
3. The conclusion

What goes into a speech and how it is presented are important elements of a successful speech. Here are a few helpful hints.

Successful Starters

In the introduction, you can:

    Surprise your audience
    Ask a question
    Begin with a quotation

Meaningful Main Points

In the body, you can present your information in:

    Chronological order
    Cause-effect order
    Problem-solution order
    Part-by-part order

Fitting Finale

In the conclusion, you should include a short restatement of purpose, and you may also include:

    Recommendations for change
    Relevant/powerful quotation
    A short personal story

Presentation Observation

Name: _____   Date: _____

Area of Evaluation	✓	Notes
Posture Stands in a poised manner		
Eye Contact Looks at the audience		
Clarity of Speech/Enunciation Speaks clearly		
Volume Speaks with appropriate volume		
Avoidance of Vocal Hesitations Rarely uses "uh" or "um"		
Exhibits Preparedness Uses notes, cards, or outlines appropriately Uses costumes, props, visuals or multi-media appropriately		

3.22 Scholarly Speaking: Playground Speeches

Student Objective

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

Overview

Impromptu speeches are a great way to have students create structured communication "on the fly." By doing this, teachers are requiring students to think creatively in a short duration of time while incorporating presentation skills.

Materials/Set-Up

- Teacher Resource:
    - 3.22a: Sample Topics for Playground Speeches
- Timer
- Pre-selected topics for the speeches, based on the experience and comfort level of students
- A container per table to hold the printed topics, one topic per strip of paper
- Teacher-created sentence starters (scholarly language scripts)

Instructional Steps

- Using Teacher Resource 3.22a: Sample Topics for Playground Speeches, or ones you have created, place topics into a container and mix them up to ensure random selection.
- Ask each student to select a topic from the container and read it to their partner.
- Allow two or three minutes for students to brainstorm the content and delivery of their speech.
- Provide one minute for the student to present their response to the question or topic. This can be done as a whole group or in small groups.
- Provide students with details regarding the expectations of both the presenter and the audience.
- Close the activity with a debrief, either verbal or written, using a few of the questions from Teacher Resource 3.37a: Debriefing Prompts at the very end of this chapter.

To adapt this lesson for primary classes:

- Have students work with a partner to prepare for their speech.
- Have each student select a picture from the container and create a speech describing the picture or making an inference about what is happening in the picture.
- Students then present speeches to partners or in small groups.

Extension

- To increase rigor:
  - Have students help generate the list of speaking prompts, based on the current class learning concepts (e.g., content-related science pictures, main ideas from a story being read, maps of different locations from social studies content).
  - Choose increasingly difficult topics.
- To integrate technology:
  - Have audience members compile feedback for each speaker using a social media platform, such as Edmodo or Google Classroom.
  - Allow students to generate prompts by researching content-related educational sites.

Sample Topics for Playground Speeches

Informational

- What was your best birthday ever?
- What is your favorite food?
- What is your favorite color? Name as many things as you can that are that color.
- What is your favorite thing to do on the weekend?
- What is something that you could tell us that we wouldn't know just by looking at you?
- Where is your favorite place to visit?
- With whom do you like to spend time?
- What is your favorite restaurant?

Persuasive

- Persuade everyone in the class to give you a dollar.
- Should students be allowed to have cell phones in elementary school?
- Should schools have a shorter recess period?
- Persuade your principal that pets should be allowed at school.
- Persuade your parents to take you to Disney World.
- Is Batman or Superman a better superhero?
- How many days a week should we have school?
- Should you be able to eat cookies for lunch?
- Choose your favorite ice cream flavor. Persuade the class on why it is the best ice cream flavor.

Entertainment

- If you could be any cartoon character, which one would you be?
- Tell us a story that will make us laugh.
- Tell us how to plan a party.
- What would be different if you were the school principal?
- You have been selected to run for president. Why should we vote for you?
- If you could only eat three foods forever, would what they be?
- If you could make one wish, what would it be?
- If you could be a farm animal, which one would you be?

3.23 Scholarly Speaking: One–One–Two-Minute Partner Share

Student Objective

Students will further develop their ability to think creatively and speak in front of people.

Overview

Communication skills are necessary to be successful in all facets of life. Scholarly Speaking activities teach students how to communicate effectively and comfortably in a variety of situations. One-One-Two Minute Partner Share helps students develop their knowledge of their classmates, while concurrently allowing them to work on creative thinking and speaking skills.

Materials/Set-Up

- Student Handout:
    - 3.23a: One–One–Two-Minute Partner Share
- Timer

Instructional Steps

- Tell students to find a partner.
    - This is a great opportunity to use WICOR Study Buddies.
- Ensure that each student has a copy of Student Handout 3.23a: One–One–Two-Minute Partner Share for taking notes, as well as a writing utensil.
- Review the directions on the handout with the class.
    - It might be helpful to role play by modeling each step for the class.
- Encourage students to take notes on the information that their partner shares.
- Instruct students to determine who will be Partner A and who will be Partner B.
- Use a timer to monitor and transition students through each step.
- Debrief this activity as a whole group by asking students to share things that they noticed. For example, did it help to take notes while their partner was sharing information? What was challenging about taking notes?

To adapt this lesson for primary classes:

- As a whole group, brainstorm ideas on chart paper that students can share with a partner. Ideas could include: family members, sports played, hobbies, vacations, favorite food, etc. Use both images and words.
- Ask for a volunteer to model sharing in front of the class.
- Other ideas for the "listening" partner include the following:
  - Encourage students to remember and repeat back one or two things that their partner shared.
  - Instead of repeating information, have students develop and ask questions to the speaker during that time.
- Extend the amount of time that students have to repeat back or ask questions.

Extension

- To increase rigor, use this structure to review content for the class. Have students work with a partner on an assigned topic. First, have the students independently read or review information over the same topic. Then, have students use the One-One-Two Minute Partner Share structure to review key information.
- To integrate technology, have students record themselves talking during their partner share, and then go back and review the recording to monitor that key information was recalled. Have students take note of information that was missed.

One–One–Two-Minute Partner Share

Decide with your partner who will be "A" and who will be "B." Follow each step below.
Listen for your teacher's signal so you know when it is time to switch roles.

Name: _____ Date: _____

First One Minute	**Partner A**	shares as many things about himself or herself as possible.
	Partner B	listens carefully without interrupting or asking questions.
Second One Minute	**Partner B**	repeats back everything he or she can remember Partner A sharing.
	Partner A	listens without interrupting or correcting.
Third One Minute	**Partner B**	shares as many things about himself or herself as possible.
	Partner A	listens carefully without interrupting or asking questions
Fourth One Minute	**Partner A**	repeats back everything he or she can remember Partner B sharing.
	Partner B	listens without interrupting or correcting.
Two Minutes	**Both Partners**	engage in a conversation about what they shared with one another; partners may ask questions, clarify what they heard, or share additional items of interest.

Solomon, B. (2011). *The student success path.* San Diego, CA: AVID Press.

3.24 Collaborative Structure: Dyads

Student Objective

Students will work in partners as a systematic pair, taking turns speaking and listening.

Overview

Dyads is a collaborative structure that provides students with a framework to share and process information with a partner. Students take turns listening, speaking, and asking questions.

Materials/Set-Up

- In advance of the activity, create a visual that models this structure.

Instructional Steps

- Provide a structure for students to partner in groups of two. This is a good opportunity to use the WICOR Study Buddies. Students then decide who is Partner A and who is Partner B.
- Assign a topic for students to discuss.
- Explain the following information to students:
  - Partner A speaks for a specific amount of time (e.g., three minutes) on an assigned topic.
  - While Partner A is speaking, Partner B cannot speak or ask questions.
  - When the three minutes are up, Partner B speaks for three minutes on the assigned topic.
  - When Partner B is speaking, Partner A cannot speak or ask questions.
  - After both partners have spoken for three minutes, partners engage in dialogue with each other regarding the information that was shared. Students may ask each other clarifying questions or share additional information related to the topic.

To adapt this lesson for primary classes:

- Decrease the amount of time that each partner talks.
- Allow students time to ask questions and clarify information in between Partner A and Partner B sharing.
- Provide speaking prompts or frames for students to use.

Extension

- To increase rigor, have students take notes while their partner is talking and develop leveled questions to ask each other during the last three minutes of open dialogue. It might be necessary to extend the amount of time that students have to discuss and respond to the questions.

3.25 Collaborative Structure: Team Huddle

Student Objective

Students will collaborate through various student groupings.

Overview

Team Huddle is an energizing collaborative structure that gets students up, moving, and talking about a lesson. It provides a change of state and involves students in academic conversations through a variety of student groupings. Students mix around the room while music plays until they are called to "huddle" into groups.

Materials/Set-Up

- Upbeat music
- Pre-made list of topics/questions to discuss
- Enough space for students to move around

Instructional Steps

- Ask students to stand and push in their chairs, to allow more room for movement.
- Instruct student to move or dance around the room while music plays.
- When the music is turned off, call out, "Huddle" and a number. For example, if you call out "Huddle 3," then students huddle in groups of three.
- Call out an action, followed by a question or a topic for students to discuss. For example, have students high five each other, and then provide one minute for them to discuss one type of conflict in which thy have been involved.
- After one minute, turn the music back on for 15–20 seconds, and then continue calling out huddle groups of different numbers and providing discussion topics.

To adapt this lesson for primary classes:

- Provide students with a sentence frame to use when responding to the discussion topics. Keep the topics simple and connected to current learning. For example, post the sentence frame on the whiteboard or document camera, "I like the color _____ because _____" or "The sound mmm is at the beginning of _____."
- Post an image on the board and ask students to describe what they see or to share a connection that they make.
- Review characters in a story by posting an image of a specific character on the board. Have students share something that they recall about the character from the book.
- Pose questions, such as the ones listed below, and repeat the process only three times:
  - Huddle 2: What is one thing that you have learned today?
  - Huddle 4: What is a question that you have about this lesson?
  - Huddle 3: What are two things that you can tell your family about this lesson?

Extension

- To increase rigor, have student huddle by characteristics or a physical description (e.g., "Huddle 4 by same shirt color" or "Huddle 5 by same brand of shoes.")

Collaborative Structure: Helping Trios

Student Objective

Students will use active listening and speaking skills while also providing and receiving feedback.

Overview

Helping Trios is a collaborative structure used to provide students with the opportunity to develop speaking and listening skills, while simultaneously learning how to provide and receive feedback, in order to engage in relevant and appropriate reciprocal conversations.

Materials/Set-Up

- Predetermined topic and purpose of discussion
- Anything that can identify groups by color (e.g., three colors of sticky notes, three colors of paper, three colors of crayons)

Instructional Steps

- Divide the class into thirds by giving each student one of the three different colors of a pre-selected object (as listed in the materials).
- Instruct students to form groups of three consisting of one student with each of the three colored objects. Assign each member one of the following letters: A, B, and C.
  - For example, A = students with a pink sticky note, B = students with a yellow sticky note, and C = students with a white sticky note.
- Give groups a topic or task (e.g., "My challenges with today's lesson" or "My successes with today's lesson") to discuss as follows.
  - Student A is in the "hot seat" and should discuss the topic for two minutes, while Students B and C are active listeners.
  - Next, Students B and C offer feedback for two minutes, while Student A remains silent.
  - All three students then engage in open dialogue for two minutes. Encourage students to use academic language and Costa's Levels of Thinking.
  - Repeat this process with Student B in the hot seat, and then with 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.

To adapt this lesson for primary classes:
- Provide students with sentence frames for speaking.
- Decrease the amount of time that each student has to speak.
- Have students rotate, asking each other simple questions about a topic.
    - For example, "Who was the main character in the story?" or "What are two things that start with the sound 'ch'?"
- Student A asks a question, Student B responds to the question, and Student C makes a statement.
- Use Helping Trios to review spelling words, vocabulary, or other academic content.
    - Write short questions or equations out on dry erase boards.

Extension
- To increase rigor:
    - Modify this activity to provide feedback to the speaker. Utilize this structure to rehearse for a speech or presentation, or to prepare for an end-of-unit assessment.
    - Student A will be the interviewee, and Student B will be the interviewer. Student C observes and takes notes. Student B interviews Student A for a set amount of time, while Student C remains silent. After the allotted time, Student C provides Student A with feedback or restates the information. Switch the roles and repeat for all of the group members.
    - Challenge students to use and identify Costa's Levels of Thinking.
- To integrate technology:
    - Use a random name generator to form groups of three.

3.27 Collaborative Structure: Four Corners

Student Objective

Students will deepen their knowledge about a topic by working collaboratively with others who possess similar baseline levels of understanding.

Overview

Four Corners is a collaborative structure that can be used as a tool for students to evaluate both ideas and products. Use Four Corners to check for comprehension, build expressive capacity and accountability, and build cohesion and community among classmates.

Materials/Set-Up

- In advance of the activity, complete the following:
  - 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 four posters (e.g., Strongly Agree, Agree, Disagree, and Strongly Disagree) and post them in the four corners of the room. If the purpose of the activity is to have students respond to a question, create four response options, posting each one in a different corner of the room. If the purpose is to provide students with a brain break, create four posters (e.g., Fall, Summer, Winter, Spring) so that students choose their favorite.

Instructional Steps

- Read a statement aloud (e.g., "Lunch is the most important meal of the day") and have the students write down whether they strongly agree, agree, disagree, or strongly disagree with the statement and why.
- When finished writing, have the students move to the corner that aligns with their stance.
- Students then engage in a group discussion justifying why they chose their corner. Provide a set amount of time based on the topic and discussion needs.
- Each group will need to identify a spokesperson who will summarize their group's position for the larger group.
- Allow each group to share and engage in a whole-group dialogue, ensuring that before a group shares their next point, they summarize the point of the group that preceded them.

To adapt this lesson for primary classes:

- Create the four posters based on different characters in a story. Discuss and display the character traits of each of the four characters. Ask students to determine the character that that they most connect with personally.

- Use Two Corners instead of Four Corners and label them as follows: True and False. Ask the students higher level thinking questions connected to a piece of text. For example, "Snow White enjoyed living with the dwarfs and never wanted to return home." Students decide if that is a True or False statement based on their own connections and comprehension of the story. Once students move to a corner, have them form trios and discuss why they chose true or false.

Extension

- To increase rigor, use this collaborative structure to evaluate something and replace the agreement posters with grades (e.g., A, B, C, and D, instead of Strongly Agree, etc.). Pass out copies of the product and ask students to work in pairs to assign a grade and explain why in writing. Have students move to the corner that matches their assigned grade and discuss their reasoning. Have each group create a summary statement to share with the class about why they assigned the product the grade that they did. Example products could include movie reviews, books, articles, pieces of student work, cleanliness of the playground, safety of school dismissal, etc.

Collaborative Structure: Give One, Get One

Student Objective

Students will draw upon their own prior knowledge in order to share information with their peers.

Overview

Give One, Get One is a collaborative structure intended to encourage critical thinking and collaboration. It is an interactive method for reviewing content, eliciting background knowledge, or processing newly taught information. It challenges students to go through their own metacognitive process as they build knowledge.

Materials/Set-Up

- None

Instructional Steps

- Give students a topic or question to independently brainstorm.
- Have students write down as many of their ideas as possible in a given amount of time.
- After students are finished writing, have them draw a line underneath the last item that they wrote down.
- Have students move with their list in hand and talk, one-on-one, with as many other students as they can in a period of three to five minutes.
- Explain to students that they will each take a turn sharing one of their ideas.
- Inform students that, below the line that they drew, they should write down the idea that their partner shared with them, along with their partner's name.
- Once both partners have shared and recorded each other's ideas, students should find new partners and continue to add new ideas to their notes. Students will continue this process until time is called.
- If time permits, ask students to share what they "gave" and what they "got."

To adapt this lesson for primary classes:

- Have students write down as many words as they can find in the classroom that start with a certain letter, each on a separate sticky note. Continue with Give One, Get One to allow students to share words with each other.
- Give students a number and have them write down all of the ways that they can represent that number (e.g., Ways to make 10: 5+5, 10-0, 2+8, etc.) Continue with Give One, Get One so that students can share their number representations.
- Provide students with a topic to discuss and a few stickers. Have students independently brainstorm connections that they have to the selected topic. Explain to students that they will first find a partner, and they will then each take a turn sharing one of their connections. Partners reward each other for sharing by placing a sticker on their partner's shirt. When time is up, each student should have multiple stickers on their shirt.
- If additional structure is needed, instead of allowing students to move freely, mix them all at the same time after one minute of sharing with each partner.

Extension

- To increase rigor, have students create leveled questions around the information that is shared to them through Give One, Get One. Questioning can be done on the spot or at the end of the activity through reflection.
- To increase scaffolding:
  - Create an idea bank around the topic and post this for all to see and use while they are creating their own list.
  - Allow students to work with partners.
  - Provide students with sentence starters.

3.29 Collaborative Structure: Numbered Heads Together

Student Objective

Students will engage in a small-group discussion about a topic/question, and if called upon, represent the group in sharing a summary of the discussion/answer with the whole class.

Overview

Numbered Heads Together is a collaborative structure that gets students up, moving, and talking about a lesson. It provides a change of state and involves students in academic conversations in a small-group setting. Numbered Heads Together is meant to be used for quick collaborative discussion with group and individual accountability.

Materials/Set-Up

- List of topics/questions to discuss
- Enough space for students to move around

Instructional Steps

- Explain to students that they will be working in groups to make sure that all of the students understand the material or know the correct answer. Take time to share ideas on how students can hold each other accountable for the information (e.g., quizzing each other, asking students to paraphrase the answer, asking group members to explain why an answer is correct).
- Form groups of three to five students using any grouping strategy.
- Have each student number off accordingly (e.g., in a group of four, students will number off from 1–4).
- Verify that groups have completed this by asking all 1s, 2s, etc., to raise their hand when prompted.
- Provide the students 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.
- Call out a number randomly and ask all of the students with that number to step forward (or if groups are seated, to stand up). These students then share their answers with the class.
- Repeat this process with new questions or ideas to discuss.

To adapt this lesson for primary classes:

- Form larger groups of students in order to provide more opportunities for students to hear responses if they are unable to make connections or respond on their own.
- Review homework or other information that has been used multiple times in class.
- Have each student write responses (e.g., high frequency words, things that start with a certain sound or letter, the number of objects shown) on dry erase boards to ensure that all students are participating.

Extension

- To integrate technology:
  - Use a random number generator to decide which number will need to speak or which topic the students will discuss.
  - Have students share their answers digitally through a social media platform, such as Google Docs or Polls Everywhere.

Collaborative Structure: Think–Pair–Share

Student Objective

Students will think about a topic or question, and then discuss with a partner to check for understanding or to develop a better understanding of the topic.

Overview

Think–Pair–Share is a collaborative structure that can be used as a quick processing activity and/or a check for understanding. The thinking and writing steps of this structure are critical, as they provide time for students to process their understanding and rehearse the information prior to sharing.

Materials/Set-Up

- In advance of the activity, model the concept of thinking about a topic first, until the allotted time has elapsed, and then sharing with a partner.

Instructional Steps

- Provide students with a topic or question.
- Direct students to generate ideas or an answer, and then write the ideas or answer down on paper.
- Have students find partners utilizing whichever grouping strategy 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 his or her answers and any evidence that supports the idea while the other partner listens.
- Partners should then switch roles.
- After adequate time has been allotted for discussion, elicit student responses for whole-class sharing.

To adapt this lesson for primary classes:

- Allow student to generate responses by working with their table group to process the prompt/question before moving to find a partner outside of the table group.
- Use visual cues for the time to "think" (e.g., point to their brain), time to "pair" (e.g., hold two fingers up), and when to "share" (e.g., mimic talking with their hand).

Extension

- To increase rigor, have students use Think–Pair–Share–Squared by having two sets of pairs join together to discuss responses. Before pairs join together, they must be prepared to share information with the new grouping.

Collaborative Structure: Line-Ups

Student Objective

Students will collaborate through various student groupings.

Overview

Line-Ups are a collaborative structure that provides a change of state to get students up and moving. They provide a unique way for students to access background knowledge and express opinions. This activity also works well as a culminating activity to review information. Line-Ups, can be applied to content areas, can be used for community building, and works well as a culminating activity to review information.

Materials/Set-Up

- Enough space (e.g., hallways, outside on the playground) for students to line up and move around freely
- Individual materials fluctuate depending upon the variation selected

Instructional Steps

Line-Up Variations
Conga Line

- Give each student a slip of paper or card with a question, vocabulary word, or some other topic that they will need to explain.
- Give students two minutes to think about their topic and write notes on their paper.
- Divide students into two equal groups. Ideas to divide the class include: use two different colors of paper or cards when distributing the materials to students, have paper or cards that are labeled A and B on the back, or have students number off 1–2 around the room.
- Have the first group of students line up in a straight line, and then have the second group of students line up parallel to the first group. (i.e., "If you have a white piece of paper, line up along the wall; if you have a yellow piece of paper, line up directly in front of someone holding a white piece of paper.").
- Provide a limited amount of time for the partners to quiz each other on the topics from their cards.
- Encourage students to speak in complete sentences, restate the question in their answer as they speak to their partner, and ask clarifying questions as needed.
- Have one or two students from the first line (i.e., in the scenario presented, the line holding the white paper) walk quickly to the other end of the line, and all others move one or two spaces to face a new partner. Only one line moves, the other line stays.
- To form a "Conga Line", use Conga music to cue students when to move; all the students dance while one line moves.
- Repeat this as many times as appropriate for the topic. Rotate between lines so that all students have an opportunity to move.

Inner–Outer Circles

- Identify the topic for discussion and provide students with time to prepare for discussion by taking notes, developing questions, or reflecting and connecting.
- Create inner and outer circle groups by dividing the class into two equal groups. Ideas to divide the class in half include: number off, assign students a role, color code, or Bend the Line (see the following variation for an explanation).
- Direct one half of the group to form a circle in an open space. Then, have student turn to face the outside of the circle. This becomes the inner circle.
- Move the second half of the group to form a circle around the outside of the inner circle and create facing partners. This becomes the outer circle.
- Instruct students in the outer circle to speak first. Depending on the purpose of the activity, students can ask a question, share information, or make a connection.
- Students in the inner circle will respond to their partner by answering the question, adding detail, or making a connection.
- Provide students with one to two minutes to share and respond.
- Create a signal (e.g., students placing a hand on their head) for students to show when they are finished sharing. Ask students to show this signal and stop talking when they are done sharing.
- Rotate the outer circle two students to the left to create new facing partners. Instruct students to share or respond to the next question or topic.
- Repeat this as many times as appropriate for the objective of the lesson. Alternate between the inner and outer circle rotating so that all students have an opportunity to move. Plan ahead to ensure that students either do or do not end up with the same partner twice.

Bend the Line

- Present a prompt, topic, or question toward which students will respond.
- Move students to line up in one straight line, according to an order/ sequence that is logically dictated by the prompt/topic and their responses to it. (e.g., if the prompt is "Line up in alphabetical order by first name," one end of the line would start with the letter A and the other end of the line should end with the letter closest to the end of the alphabet; if the prompt is "how much do you know about alligators," one end of the line would represent students who are very familiar with the topic, while the other end would represent students who are less, or not at all, familiar—this line represents the level of understanding or experience in the room).
- 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.

To adapt this lesson for primary classes:

- Provide materials for the inner circle to review concepts or quiz the outer circle. Students can review simple math facts, spelling words, sounds, or recognition of numbers and letters.
- Rotate the outer circle only one position at a time.
- Use string or tape to help students identify where to stand.
- For Bend the Line, have students line up by identifying similarities and differences in their characteristics (e.g., "Line up if…you have buttons on your shirt, you have a sister, you live in an apartment, your favorite color is green.").

Extension

- To increase rigor, have students line up based on a number that is represented on a scale from 0–10. Prepare a number line along a wall with spaces from 0–10. Have students line up based on where they feel they fall on the scale—10 being really good and 0 being not good at all (e.g., "How prepared do you feel to take the science exam next week? 10: I'll ace it, 5: I have lots of studying to do, 0: What is science?").

3.32 Collaborative Structure: Carousel Brainstorm

Student Objective

Students will contribute information and opinions in response to predetermined questions/topics located on chart paper around the room.

Overview

Carousel Brainstorm is a collaborative structure that is used to build background knowledge, review material, or generate opinions. Carousel Brainstorm encourages students to build upon one another's ideas, with maximum participation.

Materials/Set-Up

- Chart paper
- Markers or other drawing utensils
- In advance of the activity:
  - Compile several stimuli (e.g., topic, question, image, quotation) based on a previous or upcoming lesson/unit.
  - Write a different topic at the top of each sheet of chart paper and post these around the classroom.

Instructional Steps

- Create as many groups as there are topics posted around the room (e.g., for seven topics, create seven groups of students).
- Send each group to a different piece of chart paper. It may be helpful to assign each group a color of marker, to differentiate each group's contributions.
- Give each group a short amount of time to brainstorm as many ideas as possible for the question/topic before them.
- After the allotted time is up, have all groups rotate to the next poster. Each group will now review the ideas on the chart and add their own ideas and questions.
- Repeat this process until all of the groups have recorded ideas for each question/topic.
- Once all of the groups have been to all of the posters, have students complete a gallery walk to review all of the posters, discussing ideas that other groups added.

To adapt this lesson for primary classes:

- Create posters around the room using key words and images to guide students' conversations.
- Create as many groups as there are posters around the room.
- Students are to discuss the topic at each poster by sharing their ideas, knowledge, and connections, as well as by asking questions.
- Have students create additional pictures for each poster.
- Provide magazines or pictures for students to cut out pictures and paste to each poster. Examples include the following:
    - Review the main characters from a story; each poster should have a picture of a different character on it. Groups rotate and discuss each character.
    - Process new vocabulary; each poster contains key words or images related to new vocabulary. Groups rotate and make connections to each word.
    - Process math facts; each poster contains a different process to get to 10. Groups rotate, discuss, and make connections in order to understand each process.
- Extend the activity by having groups only go to one poster per day.

Extension

- To increase rigor:
    - Use this collaborative structure as a technique for content review of information. The topics on the posters could come from notes, handouts, or assigned readings.
    - Once each group has been around to all of the posters, students return to their original poster and create a summary paragraph that is inclusive of every group's feedback.
- To integrate technology, use a collaborative word processing tool, such as Google Docs, with one document for each prompt. For the Carousel Brainstorm, groups can electronically "visit" each of the documents and add their own ideas using a different color of font.

3.33 Collaborative Structure: Snowball Fight

Student Objective

Students will interact with others through various student groupings.

Overview

Snowball Fight is a collaborative structure that gets students up and moving. This structure can be used as a community builder for students to get to know each other or as a fun structure to review academic content.

Materials/Set-Up

- Paper (two different colors)
- Enough space to hold a "snowball fight"
- Writing utensils

Instructional Steps

- Hand out one piece of colored paper to each student. Divide the class into two teams by giving half of the students one color of paper and the other half a second color of paper.
- Ask students to write their name and an interesting fact about themselves on their paper.
- Have each student crumple their paper into a "snowball" and move to their assigned side of the room.
- Give the signal and let the "snowball fight" begin.
- After a few seconds, use a predetermined signal for students to stop.
- Have students on one side of the room pick up a paper opposite of the color that they started with, find the person whose name is on the paper, and interview them based on the interesting fact written on the paper.
- Repeat this process with the other half of the room.

To adapt this lesson for primary classes:

- Have student write letters, numbers, math problems, or single words on their piece of paper.
- Have students pick up a paper by using different parts of their body (e.g., "Use your…elbows, pinky fingers, feet.").

Extension

- To increase rigor, have students review academic content by writing a question related to the content being reviewed. Provide students with several pieces of paper so that they can write one question on each piece of paper. After the snowball fight, have students pick one paper at a time, respond to the question, and then get another snowball. Close the activity by having partners work together to check each other's answers for accuracy.

Collaborative Structure: Fishbowl

Student Objective

Students will model a process or concept while others observe and take notes.

Overview

Fishbowl is a collaborative structure that emphasizes the collaborative process as much as the content discussed. The fishbowl is formed with an inner/outer circle. It is typically used to model a process or solve a problem, as the "fish" are presented with an opportunity to have a structured discussion inside of the fishbowl, while the "cats" have an opportunity for structured listening and observation from outside of the fishbowl.

Materials/Set-Up

- "Talking tokens" (e.g., sticky notes, stickers, math counters)
- In advance of the activity:
  - Prepare the room for where the "fish"—or inner circle of students—will sit. This may include moving desks to create the circle.
  - Encourage those who aren't "fish", but are on the outside of the fishbowl as "cats," to have a writing utensil and paper ready to capture notes and thoughts from the discussion.

Instructional Steps

- 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—the "fish" inside of the fishbowl.
- Explain to the remaining students that they are on the outside of the fishbowl—the "cats" looking inward. Their goal is to observe both the content and the process. Have this group of "cats" form a circle around the "fish."
- Give a set of instructions to the "fish" and allow them to work through the assignment. As necessary, provide guidance to the fishbowl group.
- As the "fish" work and communicate, the observers should take notes.
- Debrief the activity with the entire class, relying on the student observers, the "cats," to share insights into the collaborative process used by the "fish" to complete their task.

To adapt this lesson for primary classes:

- Identify high-interest and relevant topics for students to discuss.
- Have the group form a circle on the floor in order for all students to be inside of the "fishbowl" (i.e., concentrate on the "fish" and save the observers for later). Use string to help students form a circle.
- Provide a structure, like talking tokens, to ensure that all students have an opportunity to share. Each student receives one or two "tokens"; each time the student shares, they turn in a token. When their tokens are gone, they are done sharing. Require each student to use at least one token. "Tokens" can be sticky notes, stickers, math counters, etc.
- Create more than one fishbowl at a time so that groups are smaller. Assign a few students to be involved in the discussion as fish and a few students to observe as the cats.

Extension

- To increase rigor, create an observation tool for the students on the outside of the circle to take notes on the interaction of the "fish." For example, how often the "fish" spoke, what level of questions or comments the "fish" shared, how the "fish" conducted themselves verbally and nonverbally, and whether the fish used proper tone and eye contact.
- To integrate technology, record the fishbowl and use the video to review the information that was discussed or future expectations. Have students take notes while watching the fishbowl video.

Collaborative Structure: Jigsaw

Student Objective

Students will share in the learning by deconstructing information into smaller parts and working together in order to learn about the whole.

Overview

Jigsaw is a collaborative structure that is used to provide students with the opportunity to learn from one another. A given topic is divided into aspects/areas, and each student becomes an expert on one. They then present their learning to the other students so that, ultimately, all students achieve complete coverage of the topic. Allowing students to target one aspect of the larger topic will prevent them from initially feeling overwhelmed, which in turn, helps students to focus, continue forward progress, contribute to the group, and be held accountable for learning.

Materials/Set-Up

- A topic or task, substantial enough to be broken down into smaller chunks for students to analyze (e.g., a reading, a project-based learning assignment)
- In advance of the activity, determine where students will break into their expert groups to work.

Instructional Steps

- Divide students into small groups (i.e., their "home group"). 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 the concept to be mastered. 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. Each home group should have a member assigned to "1," another member assigned to "2," and so on.
- To start, 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/review its assigned part of the larger topic. Expert group members assist each other with questions, clarifications, and summaries as they read/review 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.
- Signal students to return to their home groups to teach other members about their specialization (i.e., to 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/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.

To adapt this lesson for primary classes:
- Have students form Letter expert groups. Students create a word list, one-pager, or picture poster to share with their home group.
- Have students form Number expert groups. Students create a list of words that are associated with their number, one-pager, or picture poster to share.
- Have students form Story expert groups. Provide each group with a picture from a book. Have students discuss the picture and come up with details for what is happening in the story.
- Have students form Math Strategy expert groups. Provide each group with the same math problem, but assign different strategies for solving the problem to each group.

Extension

- To increase scaffolding:
  - Decrease the number of expert groups.
  - Have two "experts" at each home group so that students can work together to gather and teach their expert information.
- To integrate technology, as a culminating activity, have home groups apply their new learning by creating an electronic representation.

3.36 Collaborative Structure: World Café

Student Objective

Students will use small-group discussions to guide problem solving and find solutions.

Overview

World Café is a collaborative structure that is used to investigate an issue or problem and work toward solutions. Students analyze, synthesize, and evaluate the effectiveness of solutions and respond to group decisions. World Café is a powerful strategy to approach critical problems where students' presentation and discussion skills are developed and refined. This engages students in deep analysis, rotates them through collaborative structures where expertise can be shared, and encourages cooperative problem solving.

Materials/Set-Up

- Chart paper
- Markers
- In advance of the activity:
  - Determine the topic, issue, or problem of discussion. One text can be used with different questions for discussion at each station or multiple texts can be used so that each station uses a different text.
  - Predetermine questions/prompts for each station. Questions should be thought-provoking and lead to the analysis and evaluation of problems and solutions related to the topic. If using the same text at every station, each station should have different questions to discuss.
  - Arrange the room with one "station" for each discussion question. Each station should have chart paper and markers. The question or prompt should be attached to, or printed on, the chart paper.
  - To add to the World Café theme and to help create a comfortable environment for conversations, add centerpieces or flowers to each of the stations.

Instructional Steps

- Assign students to their first World Café station. Groups should be no larger than three to five students at each station.
- Ask one student to volunteer to be the group leader for this round.
  - The group leader focuses on the discussion questions and keeps the group on task.
- Provide students with the text/issue for discussion.
- Ask groups to read the text and discuss the questions that are posted on their chart paper. The group leader should record their responses and key ideas on the chart paper. Each station discusses different questions.
- Rotate students through each station with a set amount of time, depending on the text and the topic.
  - Ten minutes is a good amount of time with which to initially start.

- Ask one student to stay behind 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 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 at the conclusion of their last rotation: How might you prioritize the various responses on the chart? How can you summarize the thinking from each group that met at this station? Who else should be involved in the discussion? What are some next steps?
- Debrief the World Café structure by asking students to write a reflection in their learning log. Possible questions include the following: Did everyone in the group contribute to the discussion? Did students consider each other's ideas? What can be done next time to improve the work in the groups? What presentation and speaking skills should be the focus?

To adapt this lesson for primary classes:
- Focus on teaching students how to rotate through the stations by providing them with simple, high-interest prompts to discuss. Start with only two or three stations.
- Example: Focus all three stations around recess.
  - Station 1: What equipment would you like to see added to the playground, and why?
  - Station 2: How many times a day should we have recess, and why?
  - Station 3: Do you ever see someone who looks sad or alone at recess? What could you do to make them feel happy?
- Review story characters by creating a table for each one. Have students make connections to each character.

Extension
- To increase rigor:
  - Provide students with a rubric to rate the discussion skills of each group during the World Café. Predetermine the discussion skills on which students will focus.
  - Have students assess their own performance of the targeted presentation/discussion skills using Student Handout 3.21b: Presentation Observation (from Activity 3.21 Scholarly Speaking: Presentation).
  - Use case studies or complex texts that provide multiple viewpoints.

3.37 Debriefing

Student Objective

Students will reflect on collaborative experiences.

Overview

A central part of building relational capacity within the classroom is to provide students with the time and opportunity to interact with one another. However, equal to the importance of having students participate in icebreakers and community builders is the opportunity to debrief the experience. After every icebreaker or community builder, consider how to best have students reflect on their experiences and express those thoughts to the class.

Materials/Set-Up

- Teacher Resource:
  - 3.37a: Debriefing Prompts

Instructional Steps

- After completing an icebreaker or community builder, have students reflect on their experience.
- Tailor the type of debrief questions to mirror the objectives of the activity. These might include:
  - Getting to know new people
  - Learning more about others
  - Resolving conflicts
  - Accepting failure
  - Overcoming challenges

To adapt this lesson for primary classes:

- Consider keeping debrief experiences shorter and reflecting on topics that are easier to relate to for younger students.

Extension

- To increase rigor, create activities where the likelihood of failure is higher. Focus debriefs on being okay with failure and creating a safe place for conflict.

Debriefing Prompts

Introductory

- What was your favorite/least favorite part of this activity? What skills did we build or reinforce in this activity? (Spiral this question back to the activity's Student Objective.)
- How did you feel during this activity?

Learning Names and Making Connections

- How did this activity help you make connections with your classmates? From this activity, what similarities did you find that you share with other students?
- What would you do differently next time?
- How could you apply this activity to your life (at school or at home)?

Developing a Safe Environment

- During this activity, how safe did you feel in sharing with other students? (This may be completed as a written reflection or as a Fist-to-Five activity—five fingers held up meaning, "I felt totally safe," all the way to a fist (i.e., zero fingers) representing, "I did not feel safe at all." How can we increase the physical, social, and/or emotional safety of our class?
- What went well? What didn't go well? Why? What could be done differently next time?

Creating a Safe Space for Conflict

- How did this activity make you feel? Describe a moment during this activity when you or another student used an aggressive statement. What was the statement? How did this statement impact group performance? How could this statement be rephrased in the future?
- What were the most challenging aspects of this activity?

Understanding the Value of Multiple Perspectives

- Was there equal distribution of work and effort in this activity by all group members? How did you gauge that? Did you value multiple perspectives from all group members? Were you effective in synthesizing multiple perspectives into one shared vision?
- Use a metaphor to describe your feelings during today's activity.
- What was one good idea that someone on your team suggested?

Elevating Trust and Honesty

- Were you able to communicate honestly with a high level of trust? Did you feel respect between all members of the community at all times? Would you have had the same level of trust and honesty even without a teacher present?

Organization

Visit the *AVID Elementary Foundations: A Schoolwide Implementation Resource* webpage on MYAVID for additional materials and resources.

Organization

Organization is multifaceted and not only centers around the ability to manage materials, but also around the ability to organize time and self. Hence, organizational skills are both mental and physical. In the AVID Elementary classroom, these skills are the foundation for success and are visible across all components of WICOR. The components and activities contained in this chapter will aid in building organizational skills within your students—where in the beginning, the related skills are explicitly taught, and throughout the year, responsibilities are gradually released to students.

Built on a foundation of organization, teachers are able to create a culture within their classroom that builds and sustains independence in organizational skills by: emphasizing the power of managing time through the agenda/planner and backwards mapping of major tasks; managing materials in a concise way that works for, and builds confidence in, each student; and organizing thoughts through the use of note-taking and graphic organizers. Organization needs to be explicitly taught to students, ensuring that expectations and accountability measures are in place. As the year progresses, various components of organization may need to be revisited in order to ensure that all students' needs are being met and differentiated as appropriate.

By giving students the tools and affording them the opportunity to make decisions, it instills and creates a sense of empowerment of learning. In Dr. David Conley's research (2010), he identifies four keys to college and career readiness, one of which is *learning skills and techniques*, which is then broken down into two broad categories: *student ownership of learning and specific learning techniques*. Conley asserts, "Students need skills and techniques to take ownership and successfully manage their learning in 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." Organization is applied across all of WICOR through the AVID curriculum and remains a critical component of AVID's instructional methodology. Students need a set of techniques to succeed in challenging and demanding learning situations. Ramdass and Zimmerman (2011) state that it is how a student self-regulates, manages time, breaks larger projects into smaller tasks, sets goals, and maintains attention and motivation that are the contributing factors to student achievement. These essential metacognitive skills provide the student with the tools they need for cognitive tasks, such as homework.

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

- Teach students to organize their time, materials, and habits of thought.
- Teach students to identify the strategies and skills that successful learners inherently employ.
- Develop a student's ability to self-advocate and become responsible for their own learning.
- Support the creation and self-monitoring of goals to take ownership of students' learning and future.

Organizing Time

Organizing time is an essential skill that needs to be developed and fostered within each student. Implicit organizational skills are taught so that students can: make sense of and organize information, apply specific strategies and monitor their outcomes, and take control of their learning. The following are some components to developing a community where organization is established as the foundation for success.

Agenda/Planner

The organization of time is heavily supported by the use of the agenda/planner as a tool for initiating tasks and communication between school and home. Within the agenda/planner, students may record learning outcomes, homework, and afterschool activities. Self-monitoring is an imperative skill in managing the agenda/planner, as students develop a system for tracking tasks that have been completed, as well as tasks that still require time to complete.

Time Management

Time management begins with students observing and recording how they spend their time outside of school. Students categorize and prioritize activities, as well as reflect on barriers and solutions, to keep high-priority items "front and center" when planning out their week.

Backwards Mapping

Backwards mapping is supportive of organizing time, as students are instructed on how to break down a project into smaller components and set short-term deadlines so that the project is successfully completed on time.

4.1 Agenda/Planner

Student Objective

Students will build self-advocacy, organizational, and time management skills through the use of the agenda/planner.

Overview

The agenda/planner is used to increase student responsibility capacity, organization, and initiative with tasks. The agenda/planner is also used to increase home/school communication by initiating an academic conversation about what the student learned in each core subject area.

Materials/Set-Up

- Teacher Resources:
  - 4.1a: 10 Ways for Teachers to Support Agenda/Planner Usage
  - 4.1d: Agenda/Planner Implementation Plan
  - 4.1h: Agenda/Planner Samples
- Student Handouts:
  - 4.1b: Agenda/Planner Assessment Tool
  - 4.1c: Agenda/Planner Reflection
  - 4.1e: Student Weekly Subject Planner
  - 4.1f: Student Weekly To-Do Planner
  - 4.1g: Student Monthly Planner
- Agenda/Planner
- Pencil or pens (optional: a specific color of pen can be assigned for each core subject area or the various academic responsibilities)
- Highlighter
- Sticky notes (if the agenda/planner does not allow enough space for a daily reflection of learning)

Instructional Steps

- Model the collective agenda/planner and keep it visible over time.
- Decide what works best in your specific classroom, utilizing Teacher Resource 4.1d: Agenda/Planner Implementation Plan as a guide in your planning. If students transition classrooms throughout the day, then they should record learning outcomes, academic tasks, and reflections for each core period at an established, consistent time each day/period. If students are in a self-contained classroom, time constraints may not allow for students to record after each subject; therefore, set aside a specific time for planners at the beginning or end of the day where students are not rushed.
- Provide ample opportunity to guide students through the process of recording in their planners by together discussing and recording learning outcomes for core subjects, academic tasks, and reflections.
- Together, designate a homework plan for long-term projects, such as backwards mapping (see Activity 4.3: Backwards Mapping and Student Handout 4.3a: Backwards Mapping Template in this chapter). By doing this, students can track ongoing projects and break them into manageable tasks.
- If no homework is assigned, "No homework" or "NH" is written.

- Color-coding and other visual reminders, such as highlighting, are encouraged to manage various academic responsibilities (e.g., homework, quizzes, tests, projects, extracurricular activities, community service, etc.).
  - For example, students can highlight homework each day, so they are visually reminded that they have a task that needs to be completed. Students can also plan ahead by recording upcoming tests and quizzes in a specific pen color, so they are reminded that it is coming up, and they will need to study for the test. For long-term projects (see Activity 4.3: Backwards Mapping and Student Handout 4.3a: Backwards Mapping Template in this chapter), students can record the broken-down components of the project in another assigned pen color, so again, it is a visual reminder that everything in "blue" pen, for example, is connected to the long-term project.
- Demonstrate that self-monitoring is evidenced by a student's check, star, or signature placed after completing each academic task.
- Determine additional items to be recorded in the student planner, such as: responsibilities outside of school and appropriate signatures, as well as reminders (personal and school-related), evidence of goal-setting, and monitoring of goals.
- An agenda/planner assessment example, Student Handout 4.1b: Agenda/Planner Assessment Tool, is provided, as well as a reflection, Student Handout 4.1c: Agenda/Planner Reflection, for the teacher to determine next steps in supporting students in the use of their agenda/planner. While this assessment tool is ready for immediate use, it can also be utilized as a steppingstone to create a more personalized rubric.

To adapt this lesson for primary classes:
- Provide time for students to discuss their learning. Discussion serves as a rehearsal for writing and helps to develop confidence prior to writing.
- Develop an outline that students will be responsible for filling in daily. For example, learning outcomes may already be filled in, but homework will be recorded and highlighted by each individual student. Another option is to fill in the homework, but have each student write their own learning outcome for core subject areas. As the year progresses, teachers can gradually release more responsibility to the students.
- Determine the reflection tool that students will utilize, and have that specific reflection tool already chosen and set up. Provide sentence stems within the reflection tools, increasing language demands as the year progresses.

Extension
- To increase scaffolding:
  - Coordinate Agenda/Planner Buddies within the classroom, so all students experience success and leave daily feeling organized (see Teacher Resource 4.1a: 10 Ways for Teachers to Support Agenda/Planner Usage).
  - Allow school support staff (e.g., educational assistants, office staff, custodial staff, nutrition staff) to check in daily with students (see Teacher Resource 4.1a: 10 Ways for Teachers to Support Agenda/Planner Usage).
  - To integrate technology, students can use online applications, like Google Calendar, to track what they did in core subject areas and record homework and long-term projects. Students can share their calendar with their teacher to track progress.

10 Ways for Teachers to Support Agenda/Planner Usage

1. **Build routines with students.**
   The teacher can start the year by brainstorming with the students how the agenda/planner will be used to support student engagement and buy-in. From there, build a routine with students, ensuring that expectations are set up around agenda/planner usage. This will develop a culture within your classroom that promotes self-advocacy, student responsibility, and student organizational ability. Start each week by having students write in any special events that will be occurring at school, such as assemblies and special programs. At the start of each week, students can also brainstorm and record their weekly goal before the bell rings. If students transition to different classrooms for core subjects, the teacher can begin each class period by having students write the learning outcome or essential question of the lesson in their agenda/planner.

2. **Model agenda/planner usage by projecting your own planner or posting a weekly planner on the wall.**
   Students will benefit greatly by being able to see exactly what you expect them to write down in their planner, especially when you are first helping them develop the skill and habit.

3. **"Backwards map" major assignments together as a class.**
   Whenever your students have a major project or test coming up, have them write down the due date in their agenda/planner. Then, help them through the process of brainstorming the components of the project, the amount of time that they need to complete these components, and their goal of when they should have each component done.

4. **Use the agenda/planner as a hall pass for trips to the restroom, nurse's office, office, etc.**
   This is a great schoolwide initiative to get all students to use their agenda/planner. Students are not allowed to leave the classroom without their agenda/planner. This also provides teachers with an easy way to track how many times students are leaving their class and other classes.

5. **Have daily "planner checks."**
   Set aside a time each day to check student agendas/planners and ensure that proper information is recorded, read daily reflections, and check for self-monitoring. This could be first thing in the morning when students are completing a morning work routine. The classroom teacher can stamp each student planner if expectations were met or leave a quick, positive note, such as, "Excellent self-monitoring!" This will continue to build a positive rapport between the teacher and student. As students become proficient, consider assigning a student "job" for agenda/planner checker.

10 Ways for Teachers to Support Agenda/Planner Usage

6. **Support all students by assigning planner buddies within the classroom.**
   Coordinate agenda/planner buddies within the classroom so that all students experience success and leave daily feeling organized. Buddies can crosscheck one another's agendas/planners to ensure that accurate information is recorded, as well as check to see that appropriate materials (e.g., homework, handouts and supplies) are being transported home to complete assigned tasks.

7. **Support struggling students by assigning another adult within the school to view the planner.**
   Allow school support staff (e.g., educational assistants, office staff, custodial staff, nutrition staff) to check in daily with students. The teacher can set up a schedule that works for each individual student in the event that they are unable to share their agenda/planner and have an academic conversation about their day at home due to time constraints of family members. Students can meet with their designated support staff in the morning to check in and go over tasks that were completed and tasks that they still have questions on, and in the afternoon, students can meet with their support staff to ensure that proper information is written down in their agenda/planner, and that they have appropriate materials and supplies in their organizational tool to take home.

8. **Start the year with an agenda/planner "scavenger hunt."**
   If your school has a standard schoolwide agenda/planner, there are probably many resources included in it that students never know about, such as motivational quotes, the periodic table, maps, math resource pages, and lists of U.S. presidents, to name a few. Take some time with your class to present all of the things that are available to them in their agenda/planner, and then make a game out of it! This activity can be revisited throughout the year.

9. **Design an agenda/planner that works for your school's unique needs.**
   Many AVID site teams have designed a planner that comes already filled in with school holidays and other major school events. It can also be designed to correspond to the schedule of your school.

10. **Find fun ways to incorporate the agenda/planner into your class.**
    While establishing community in your classroom, have students write down everyone's birthdays in their planner. You can also add in obscure holidays, such as "National Share a Smile Day" (March 1), or "National Pi Day" (March 14).

Agenda/Planner Assessment Tool

Name: _____ **Date:** _____

Content: Accurate information is recorded daily.

There   **Not There**

Filled in daily

Appropriate subject areas filled in

Self-monitoring system (checking off work)

Goal-setting

Communication to/from school

Behavior/citizenship

Outside responsibilities/activities

Reminders (personal and school-related)

Designated homework plan with evidence of backwards mapping for long-term projects

Parent/teacher signatures

(3) Advanced   (2) Satisfactory   (1) Developing   (0) Not Evident

Organization: Overall order is evident.

There   **Not There**

Written in ink (optional)

Legible writing

Self-monitoring system

Color-coding (optional)

(3) Advanced   (2) Satisfactory   (1) Developing   (0) Not Evident

Next Steps:

Agenda/Planner Reflection

Name: _____ Date: _____

Teacher

What area(s) does this student need to focus on primarily?	*What steps will the teacher take to support agenda/planner usage with this student in the area(s) identified?*
What evidence will the teacher gather to ensure that criteria have been met?	*When will the teacher know that the student has mastered expectations in the area(s)?*

Student

What area(s) do you need to focus on primarily?	*What steps will you take to support your own personal agenda/planner usage in the area(s) identified?*
What do you need from your teacher to support your plan?	*When will your teacher know that you have mastered expectations in the area(s)? How much time will you need to master this concept?*

I will do my part to support _____ in their agenda/planner usage.

_____   _____

Teacher Signature   *Date*

I will do my part to ensure that I am successfully utilizing my agenda/planner at home and at school.

_____   _____

Student Signature   *Date*

Agenda/Planner Implementation Plan

Keeping the below objectives in mind, brainstorm what agenda/planners will look like in your classroom. Document ideas pertaining to your expectations of how the agenda/planner should be used at school and at home, what to include, how you will make this work, and any modifications that you will make to the rubric based on the plan that you have created.

Objectives:

- To foster a "plan ahead" mentality
- To increase a student's responsibility and initiative
- To increase a student's organizational ability
- To increase home/school communication

Expectations	What to Include
Making it Work	**Rubric Modifications Based on Plan**

Student Weekly Subject Planner

Name _____ Week of_____

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Language Arts	Language Arts	Language Arts	Language Arts	Language Arts	
Math	Math	Math	Math	Math	
Science	Science	Science	Science	Science	**Sunday**
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	
Other	Other	Other	Other	Other	**Weekly Goals**
After School	After School	After School	After School	After School	
Comments	Comments	Comments	Comments	Comments	

Student Weekly To-Do Planner

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Homework	Homework	Homework	Homework	Homework	Homework
					Family
					Community
Family	Family	Family	Family	Family	**Sunday**
					Homework
Community	Community	Community	Community	Community	Family
					Community

Student Monthly Planner

Month _____

Name _____ Grade _____ Period_____

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Agenda/Planner Samples

Highlighting is used as a way to self-monitor what needs to be accomplished as a homework task.

The Stretch Journal, one of the reflection tools, is used in this agenda/planner as a way to reflect on an important component of the day.

Self-monitoring is evidenced here by highlighting homework tasks that need to be completed, crossing out what was completed, and circling something that has not yet been completed.

4.2 Time Management

Student Objective

Students will analyze their daily routine, reflect on how they spend their time, decide what their priorities are, and start to plan ahead in order to develop their time-management skills.

Overview

Using the Time Log handout, each individual student will keep track of what they do, hour by hour, for a designated day or for the next week by taking time during the day, at the end of the day, or the following morning to write down what they did and when they did it. Upon completion of their Time Log, students will look at their plans, categorize activities, prioritize activities that they see important to them and their future, and then reflect on their time management plan.

Materials/Set-Up

- Student Handouts:
    - 4.2a: Daily Time Log
    - 4.2b: Weekly Time Log
    - 4.2c: Time Log Analysis
    - 4.2d: Time Log List and Categorization
    - 4.2e: Time Log Priorities
    - 4.2f: Time Log Reflection
    - 4.2g: Barriers and Solutions to Using Time Effectively

Instructional Steps

- Survey students within your classroom to determine their level of knowledge pertaining to time-management skills by having them complete the following quickwrite: "Time management is…."
- Share quickwrites in pairs or small groups.
- Introduce students to time-management concepts and their application to the students' academic work in class and at home.
- Provide students with a copy of either Student Handout 4.2a: Daily Time Log or Student Handout 4.2b: Weekly Time Log to complete over the course of the week.
    - It is important that students track their time spent for at least a week. Use seven Daily Time Logs if it is a homework assignment for every night. Use a Weekly Time Log if the expectation is that students track their time independently.
- Enlist the support of your students' parents/guardians by involving them in their child's time-management efforts.
    - For example, parents/guardians can be asked to sign off periodically on a time log being kept by their child or monitor their child's efforts in their agenda/planner.
- One method for students to analyze the use of their time is to complete Student Handout 4.2c: Time Log Analysis. This will allow students to see how much time they spend on major, predetermined categories.

- Another method for students to analyze the use of their time is to complete Student Handout 4.2d: Time Log List and Categorization by grouping activities that they spent their time doing in list form.
  - For example, biking, playing basketball, and skateboarding might all fall under one category of "Exercise," while reading, typing, and computer research could all be recorded under the category of "Schoolwork."
- Once students have categorized activities, they will look at their lists and prioritize those activities using Student Handout 4.2e: Time Log Priorities to determine what categories are most important in the long run. Students should think about what they want to accomplish in their future pursuits.
  - For example, if they want to prepare for a particular type of career, such as becoming an engineer, a teacher, or a politician, what do they need to do now and in the rest of their school years to achieve this goal? Will the activities that students see as "high priority" have a positive or negative effect on their goals?
- Allow students time to reflect on what they have learned through their Time Log Reflection.
- Have students reflect at least once per month in a learning log about the growth and development of their time-management skills.
- Throughout the year, work with students to transfer knowledge and skills learned.
- At various points throughout the year, have students use Student Handout 4.2g: Barriers and Solutions to Using Time Effectively handout.
  - Students should use the left column to determine what gets in the way of effective time usage.
  - Then, students should work with a partner to determine potential solutions to using their time more effectively.

To adapt this lesson for primary classes:
- Begin having conversations with primary students regarding their use of time and incorporate activities around time management.
- Work to reinforce positive time management behaviors both in class and at home.
- Make time management a point of discussion with parents/guardians during conferences.
- Use a timer or countdown clock to teach students about time in class.

Extension

- To rigor:
  - Create questions pertaining to time management as a class and have students interview an adult utilizing these questions. Students can then share the results of their interviews in small groups and process as a class to identify common strategies used by successful adults.
  - Integrate goal-setting strategies into planning activities.
  - Calendar deadlines, school events, personal activities, etc., as a class in the agenda/planner.
- To increase scaffolding:
  - Provide students with the Daily Time Log handout. Review expectations and have students complete it for the following day. When students return with their completed Daily Time Logs, have them gather into groups and share out their findings. Students can offer one another feedback, and then turn the time logs into the teacher. The teacher can offer feedback, determining if additional support is needed to complete the Weekly Time Log.
  - Consider pairing up a student struggling with time-management skills and a student experiencing success.

Daily Time Log

Name: _____   **Date:** _____

Record your activities for each listed time.

Time	Activity
6:00 AM	
7:00 AM	
8:00 AM	
9:00 AM	
10:00 AM	
11:00 AM	
12:00 PM	
1:00 PM	
2:00 PM	
3:00 PM	
4:00 PM	
5:00 PM	
6:00 PM	
7:00 PM	
8:00 PM	
9:00 PM	

Weekly Time Log

Name: _____ **From:** _____ **To:** _____

Use the table below to log your activities hour-by-hour for the next week. Update the log during the day, at the end of the day, or on the following morning.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00 AM							
7:00 AM							
8:00 AM							
9:00 AM							
10:00 AM							
11:00 AM							
12:00 PM							
1:00 PM							
2:00 PM							
3:00 PM							
4:00 PM							
5:00 PM							
6:00 PM							
7:00 PM							
8:00 PM							
9:00 PM							
10:00 PM							

Try to use codes to fill in your boxes. For example: **HW** = homework; **C** = in class; **P** = talking or texting on the phone; **TV** = watching television; **I** = browsing the Internet

Time Log Analysis

Name: _____   **Date:** _____

1. I spend _____ minutes per day getting ready.

2. I spend _____ minutes per day reading.

3. I spend _____ hours and _____ minutes per day at school.

4. I spend _____ minutes per day playing video games.

5. I spend _____ minutes per day listening to music.

6. I spend _____ minutes per day eating.

7. I spend _____ minutes per day exercising (e.g., biking, skating, skateboarding, swimming, athletics).

8. I spend _____ minutes per day developing a hobby or skill (e.g., sewing, cooking, woodworking, playing a musical instrument).

9. I spend _____ minutes per day watching television or movies.

10. I spend _____ minutes per day talking with friends in person, on the telephone, or via texting.

11. I spend _____ minutes per day on social media sites (e.g., Facebook, Twitter, Instagram).

12. I spend _____ minutes per day on school-related tasks outside of school (e.g., homework).

Time Log List and Categorization

Name: _____ **Date:** _____

Complete a list of the activities that you participated in or completed during the week.

List of Activities:

Create general categories for the named activities above.

Example: **Category:** Exercise	**Category:** _____	**Category:** _____
• Biking • Playing basketball • Skateboarding • Playing soccer • Running		
Category: _____	**Category:** _____	**Category:** _____

Time Log Priorities

Name: _____   **Date:** _____

After categorizing the activities that you spent time doing during the week, look at your lists and prioritize them below. Begin by circling the activities that you see as most important to your future and record them under the column titled "High." For activities deemed as having little importance to your future, record under the column titled "Low." For activities that fall between the two, record under the column titled "Moderate."

High: Most important to my future	Moderate: Some importance to my future	Low: Little to no importance to my future

Time Log Reflection

Name: _____ **Date:** _____

Main Question	Follow-Up Question #1	Follow-Up Question #2
1. During what time of day do you do most of your studying?	What works about this time?	What doesn't work about this time?
2. When did you have quiet time?	How much time did you spend doing some planning?	How much time did you spend doing some reflective thinking?
3. How much sleep do you get during the week?	What is your average amount of sleep per night?	How do you see the amount of sleep that you're getting affect you… …Positively? …Negatively?
4. How much time could you not account for?	Why do you think this time could not be accounted for?	What could you do in the future to account for "lost" time?
5. Was there anything that you needed or wanted to do, but could not find the time for?	How did this make you feel?	What kept you from doing these activities? Is there anything that you can do to overcome those barriers?

Barriers and Solutions to Using Time Effectively

Name: _____   **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.

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

4.3 Backwards Mapping

Student Objective

Students will devise and adhere to a plan for completing multi-step projects by generating a list of project components and action steps necessary to complete each component.

Overview

Backwards mapping is a strategy used to organize and manage long-term, multi-component projects, reinforcing time management and building independence in students. Through backwards mapping, students will generate a list of major components to a project and list the action steps necessary to complete each component.

Materials/Set-Up

- Student Handout:
    - 4.3a: Backwards Mapping Template
- Teacher Resource:
    - 4.3b: Backwards Mapping Template Sample
- Agenda/Planner
- Highlighter

In advance of the activity, determine the topic of major emphasis of the project, develop a project outline and rubric, and distribute these items to the class.

Instructional Steps

- Distribute Student Handout 4.3a: Backwards Mapping Template to each member of the class.
- Display the Backwards Mapping Template Sample and discuss the process of backwards mapping with students.
- List or brainstorm the components to the long-term project as a group.
    - Students should have the project outline and rubric in front of them during the brainstorm.
- Have students list the action steps necessary to complete each component of the project and estimate the amount of time needed to complete each step.
- Assess completed template to evaluate students' understanding of the process and the sensibility of the action steps that they have developed.
- Have students record due dates in student agenda/planners and have frequent check-ins.
- Provide opportunities for students to continually check their progress as they follow their action steps to complete the project on time.

To adapt this lesson for primary classes:

- Compile and organize a list of the components to the project.
- Give each student a copy of this list and discuss how much time is needed to complete each task.
- Allow for more frequent check-ins with students to ensure that expectations are being met and components are being completed in a timely manner.

Extension

- To increase rigor, students can design the project based on teacher criteria. Students can then develop a rubric that satisfies the expectations of the project. Following this task, students can go through the backwards mapping process.
- To increase scaffolding, assign student groups to an imaginary project where they will go through the backwards mapping process together as practice. When you come back together as a whole group, students can share out ideas that helped them be successful, as well as questions or misunderstandings that they had.

Backwards Mapping Template

Name: _____

Date: _____

Name of Project: _____

Project Due Date: _____

Use the table below to backwards map. Fill in each of the items in the "Component" column, and then in the "Due Date" column, start with the ultimate due date and work your way backwards to the beginning.

Component	Action Steps	Time Needed	Due Date

Below, list any materials or resources that you will need to complete this project.

Backwards Mapping Template Sample

Name: *Noah*
Date: *October 14*
Name of Project: *Social Studies One-Pager*
Project Due Date: *October 30*

Use the table below to backwards map. Fill in each of the items in the "Component" column, and then in the "Due Date" column, start with the ultimate due date and work your way backwards to the beginning.

Component	Action Steps	Time Needed	Due Date
Documentary	Watch "The Children's March," a Mighty Times documentary.	1 class period	October 14
Rough draft page set-up	Set up one-inch border, as well as first and last name; determine where documentary title and dates will go.	1 class period/ homework	October 15
Identify the setting of "The Children's March"	Identify city and state; geography and historical landmarks; visual image that represents the setting.	2 class periods/ homework	October 17
Five interesting facts	Identify five interesting facts about "The Children's March"; write in complete sentences ("I found it interesting that…").	1 class period/ homework	October 18
Personal reaction statement and one leveled question	Write personal reaction statement in five to seven sentences ("I feel…"); create one Level 2 or 3 question for discussion (include inquiry word, supportive evidence phrase, and two or three follow-ups).	Homework (weekend)	October 21
Final touches to draft	Add/place additional visual images; word cluster; check grammar, usage, mechanics, and spelling.	2 class periods/ homework	October 23
Final one-pager product, rubric and reflection	Create published one-pager and self-assess using rubric and reflection.	1 week	October 30
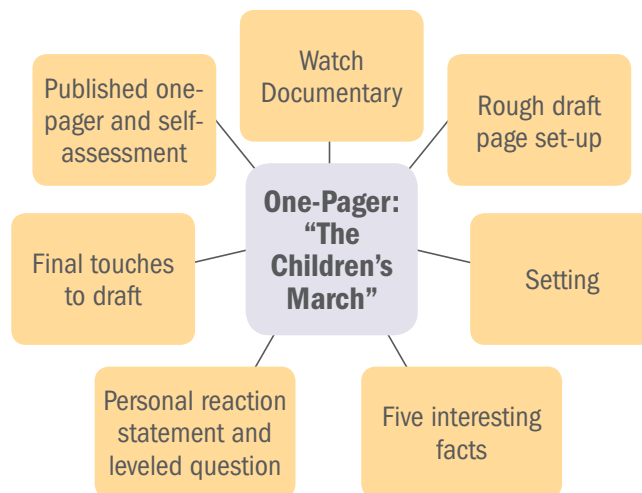
Below, list any materials or resources that you will need to complete this project.

- Documentary: "The Children's March"
- White cardstock
- Dictionary
- Pencil
- Black fine-point marker
- Crayons/colored pencils/markers
- Ruler

Organizing Materials

The organization of materials is essential to sustaining student success. Students should be explicitly taught various ways to keep their spaces and materials organized, as well as the benefits of the aforementioned.

Creating a Learning Space

Identifying potential learning spaces that are accessible after school hours is valuable, as students reflect on various factors, such as: location, sound, lighting, seating, supplies and time. Students draw a conclusion about a study space that will meet their needs and match their learning style based on the evidence gathered. Through this activity, students will establish their study space, gathering the supplies necessary for success when completing academic tasks.

Backpack

The backpack is the first organizational tool that students will be introduced to, and is where all other organizational tools are stored when transporting materials to and from school. Taking ownership of this tool is essential so students understand how the backpack aides in their success each day. Teaching students to take accountability for their backpack creates independence so that the shift of responsibility is on them, rather than their parent or guardian.

Binder

The binder is a complex organizational tool that supports and promotes student success and independence. The binder is a tool that is established as a system for storing and organizing all materials that students are given to support their learning at school and at home.

4.4 Identifying a Study Space

Student Objective

Students will explore their ability to study, locate an appropriate place to study, and set goals for individual success.

Overview

This activity works well at the beginning of the year. Based on student observation, they will draw a conclusion about the best location for their study space during the school year.

Materials/Set-Up

- Teacher Resource:
  - 4.4a: Setting Up a Place to Study
- Student Handout:
  - 4.4b: Identifying a Study Space
- Chart paper (see the sample anchor chart on Teacher Resource 4.4a: Setting Up a Place to Study)
- Markers

Instructional Steps

- Discuss with students the meaning of study habits. Have students partner with a peer and reflect on their current study habits and practices, followed by each student recording their individual response on Student Handout 4.4b: Identifying a Study Space.
- Record the following on chart paper (see sample anchor chart included with the Setting Up a Place to Study resource) in two-column note format:
  - Title: Setting Up a Place to Study
  - Left-hand column: Set-Up Component
    - Location
    - Sound
    - Lighting
    - Seating
    - Supplies
    - Time
  - Right-hand column: Considerations
- Brainstorm with the class various things to consider for each of the essential set-up components.
- Students will then individually identify three potential workspaces to which they have easy access after school hours and record them on Student Handout 4.4b: Identifying a Study Space. They should formulate an initial hypothesis *(I think that…because…)* about the study space that they think will serve them best this school year.

- Inform students that they should spend at least five minutes in each location, recording the following:
  - A description of the space
  - What they see from the space
  - What they hear in the space
  - Who or what is around the space
  - Anything that may distract them
  - The feelings they have in this space
  - Time of day or night
- Students will then review their observation notes and draw a conclusion about the best location for a study space.
- Finally, have students set a goal for working in their chosen study space and identify how they will make this space work for them this school year.

To adapt this lesson for primary classes:
- As a class, have everyone take a walk around the classroom, looking at various places where students can complete their independent work tasks (e.g., their desk or a nearby table, a reading nook, on a carpet square). Then, as a class, brainstorm and chart the pros and cons of each space.
- Students can complete a modified version of the Identifying a Study Space handout in two of those spaces, with pictures instead of words.
- From there, students can conclude which space will work best for them when they are working on independent tasks.
- Record and post each student's study space. When doing this, be sure to factor in how many students will be allowed in each study space (e.g., will only three students be allowed in the reading nook at one time, or can six students be comfortably accommodated?).
- Once independent study spaces are identified, create a "Y" chart, where members of the classroom community can brainstorm what their study space should "look like," "feel like," and "sound like."

Extension
- To increase scaffolding, have two study spaces chosen and take students to those study spaces, modeling how to complete the Identifying a Study Space handout. Choose a study space that is controlled (e.g., classroom) and a study space that could present more distractions (e.g., hallway outside of classroom).
- To integrate technology, have students take pictures of their study space and upload them to Google Docs for collaborative sharing.

Setting Up a Place to Study

Sample Anchor Chart

Set-Up Component	Considerations
Location	• *A place free from distractions* • *Avoid high traffic areas* • *Somewhere that you feel calm and content* • *Comfortable temperature*
Sound	• *Quiet* • *A place where soft music could be playing*
Lighting	• *Natural light* • *Appropriate amount of light so that you can see without straining your eyes (desk lamp)*
Seating	• *Comfortable (pillows or cushion)* • *Desk or hard surface on which to write* • *Chair or another place to sit*
Supplies	• *Writing utensils* • *References* • *Office supplies (stapler, tape, etc.)*
Time	• *Best time of day to study (morning or evening)* • *Who's around when you study that could hinder your focus*

![AVID logo - Proven Achievement. Lifelong Advantage.]

Identifying a Study Space

Name: _____ **Date:** _____

You will explore your current ability to study, locate an appropriate place for yourself, and set goals for individual success.

1. Reflect on your current study habits and practices.

Where do you currently study?	How do you currently study?

2. Identify three potential workspaces that you have access to after school hours. Based on your observations, you will draw a conclusion about the best location for your study space this school year.

	Description of the space	What do you see from this space?	What do you hear from this space?	Who or what is around this space?	Is there anything that may distract you in this space?	How do you feel in this space (e.g., calm, distracted)?	What time of day is it currently?
Study Space #1:							
Study Space #2:							
Study Space #3:							

Identifying a Study Space

3. What is your initial hypothesis about the study space that you think will serve you best this school year *(I think that...because...)*?

4. Review your observation notes. Draw a conclusion about where the best location for a study space is for you this school year. What makes this the best space for you?

5. Set a goal for working in your chosen space. How will you make this space work for you this school year?

4.5 Gathering Supplies

Student Objective

Students will collaboratively brainstorm a list of supplies that they will need in order to experience success when at home completing daily homework tasks.

Overview

When completing homework, it is important to have all of the supplies that you need. Students should gather these supplies and keep them somewhere at home; they should be different from the supplies that they use at school. They can keep them in a drawer, box, pencil pouch, etc., so they always have access to what they need at home and at school.

Materials/Set-Up

- Student Handout:
    - 4.5a: Gathering Supplies Log
- Chart paper
- Tape
- Markers (three different colors)

Instructional Steps

- Before class, prepare three pieces of chart paper, each with one of the following headings: Writing Utensils, References and Miscellaneous.
- Divide the class into three equally-sized groups.
    - Three groups is an ideal size, as it matches the number of subtopics (Writing Utensils, References, and Miscellaneous).
- Give each group a different colored marker and send each group to a chart. Allow two or three minutes of brainstorming at each chart, moving groups clockwise from chart-to-chart.
- Direct groups into a gallery walk to allow all of the students to see what was added after they wrote.
- Pass out Student Handout 4.5a: Gathering Supplies Log to each student and provide instructions for filling it out.
    - Students will add to their handout the supplies that they will gather and store in their study space. Students will also reflect on how often they will need to replenish their supplies, and what resources that they have to acquire new supplies should they need them.

To adapt this lesson for primary classes:

- Students can independently cut out and sort supplies into two categories: "Supplies Necessary for Success" and "Supplies That May Distract Me."
- Following this sort, students can discuss with an elbow partner how they sorted the materials and why they sorted them this way.
- If there are extra classroom supplies, students can create a supply bag that they can keep in their home study space.

Extension

- To increase rigor, students can create a rationale for the supplies that they will gather and store in their study space.
- To integrate technology, this entire activity can be completed collaboratively through Google Docs. Students can continue to add to this document throughout the week, and then as a class, come together and discuss the necessary supplies and additional materials for success.

Gathering Supplies Log

Name: _____ **Date:** _____

Category	Supplies
Writing Utensils	
References	
Miscellaneous	

Where will I keep my supplies at home?

How often will I replenish my supplies?

What resources do I have to acquire new supplies if I run out?

Organizational Tool

Student Objective

Students will develop an organizational system that begins with a backpack and evolves to combinations of the following: spiral notebooks, composition notebooks, folders, accordion file, three-ring notebook, etc.

Overview

One of the most important elements for academic success is an orderly, logical organizational tool. Consequently, a large amount of time should be devoted to getting the students' organizational tools ready at the beginning of each quarter or semester and maintaining them throughout the school year. Every week, students should spend time maintaining their organizational tools. In order for organizational tools to be successful, they need to work for the student; individualization is the key to success.

Materials/Set-Up

- Teacher Resource:
    - 4.6a: Organizational Tool Implementation Plan
- Student Handouts:
    - 4.6b: Organizational Tool Assessment
    - 4.6c: Organizational Tool Reflection
    - 4.6d: Binder Contents Check-Off Sheet
    - 4.6e: Binder Response Form
- Spiral notebooks, composition notebooks, folders, accordion file, three-ring notebook, etc.
- Subject dividers or folders
- Extra paper
- Daily agenda/planner
- Zippered pouch that contains appropriate supplies, such as: pencils, colored pens, eraser, pencil sharpener, glue stick, tape, sticky notes, etc.

Instructional Steps

- Determine the organizational tool that students will begin the school year with, remembering that as the year progresses, each student may need to individualize their organizational tool to meet their specific needs. The organizational tool contains most, if not all, of the materials needed for academic subjects. One organizational tool should be used to contain as many subjects as practical; this enables students to have the materials at hand that are necessary to study for a quiz or test, and/or finish homework assignments whenever they have free time.
- Allow students time to set up their organizational tools without guidance for an initial formative assessment.
- Consider having a sample binder or a photo of an organized binder posted in the room or hallways as an exemplar of what is expected.

- Identify what will go into the organizational tool: agenda/planners, folders, spiral notebooks, blank loose-leaf paper, etc. If students are using a three-ring notebook, determine if they will be using subject dividers or folders (subject dividers if students will be using loose-leaf paper for note-taking; folders if students will be using spiral or composition notebooks for note-taking).
    - If students are using folders, the teacher could create three labels for each folder: a subject label, an "In Class Work" label for the inside pocket of the folder, and a "Homework/Take Home" label for the opposite inside pocket of the folder.
- Decide what students will keep in their zippered pouch, so they are successful at school and at home when completing assigned tasks.
- Model for students that all returned assignments, quizzes, and tests should be organized with the notes or within the appropriate folder for easier access during study times.
    - Organizing notes and class handouts for convenient reference allows for easier retrieval of information.
- Also, model for students how to keep their organizational tool clean and organized.
    - At the beginning of the school year, this will need to be modeled explicitly to students.
    - A recurring (e.g., every Friday) organizational tool clean-out may be beneficial, as well.
    - Additionally, students may clean out their organizational tools after taking an assessment on a chapter or a unit by removing the related papers from their organizational tools.
    - Alternatively, once work is reflected on a progress report or report card, students may wish to remove work from their organizational tools. Notes and study guides should remain in the organizational tool throughout the entire year in order to be prepared for end-of-year standardized assessments and for reference to connect learning. Homework may be cleaned out more often due to the large quantity of work.
- When binders are introduced as an organizational tool, consider using Student Handout 4.6d: Binder Contents Check-Off Sheet as a list of potential content that binders should include.
- Utilize Student Handout 4.6e: Binder Response Form to support students' effective usage of a binder.
- Student Handout 4.6b: Organizational Tool Assessment is provided as one potential method of assessing the organizational tool, and Student Handout 4.6c: Organizational Tool Reflection can be used by teachers to assess their classes' performance and set a goal for next steps. While this assessment tool is ready for immediate use, it can also be utilized as a steppingstone to create a more personalized rubric.

To adapt this lesson for primary classes:

- Each student's organizational tool could begin as a folder that they simply bring to and from school. This folder can house important communications to families, as well as homework and other assigned tasks. Teachers can include a planner page for families and students that contains learning outcomes and homework for each day, as well as a place for parents/guardians to sign off on completed tasks.
  - The teacher could create a label for the outside of the folder, such as, "Homework and Home Communication," as well as two labels for the inside pockets of the folder. One label could be named "Homework," where assigned tasks and the planner page are placed, and the other label could be named "Home Communication," where any handouts and other communications from the school are placed.

Extension

- To increase scaffolding, color-code folders, spirals, or tabs.
- To integrate technology, students could organize class notes through Google Docs.

Organizational Tool Implementation Plan

Brainstorm what organizational tools will look like in your classroom. Document ideas focusing on Content, Organization, and Academic Sections, as well as possible Modifications to meet students' developmental needs.

Content	Organization

Academic Sections	Modifications

Organizational Tool Assessment

Name: _____ **Date:**_____

Content: Correct materials are available.

There   **Not There**

Organizational tools: spirals, folders, composition books, binder, dividers

Supply pouch

Extra paper

Daily agenda/planner

(3) Advanced   (2) Satisfactory   (1) Developing   (0) Not Evident

Organization: Overall order is evident.

There   **Not There**

Appropriate supplies

Completed daily planner

Clearly divided

Neat and orderly, papers filed appropriately

Quick access

(3) Advanced   (2) Satisfactory   (1) Developing   (0) Not Evident

Academic: Correct class content is available.

There   **Not There**

Class notes

Handouts/worksheets

Returned assignments

(3) Advanced   (2) Satisfactory   (1) Developing   (0) Not Evident

Next Steps:

Organizational Tool Reflection

Teacher

What sub-area does this student need to focus on primarily (e.g., Content, Organization, Academic Sections)?	*What steps will the teacher take to support organization with this student in the sub-area identified?*
What evidence will the teacher gather to ensure that criteria have been met?	*When will the teacher know that the student has mastered expectations in this sub-area?*

Student

What sub-area do you need to focus on primarily (e.g., Content, Organization, Academic Sections)?	*What steps will you take to support your own personal organization in the sub-area?*
What do you need from your teacher to support your plan?	*When will your teacher know that you have mastered expectations in this sub-area? How much time will be needed?*

I will do my part to support _____ in the usage of their organizational tool.

_____   _____
Teacher Signature   Date

I will do my part to ensure that I am successfully utilizing my organizational tool at home and at school.

_____   _____
Student Signature   Date

Binder Contents Check-Off Sheet

Name: _____ **Date:** _____

Needed Binder Contents:

- Good-quality three-ring binder with 2", 2 ½", or 3" rings and pocket inserts
- Five or six colored-tab subject dividers or folders to separate each academic class
    - Example: English, Language Arts, Math, Science, Social Studies, Resource
- Zipper pouch to store supplies (3-hole punched, heavy-duty, re-sealable bags also work)
- Two or more pens
- Two or more pencils
- Notebooks (labeled by subject) or filler paper
- Agenda/planner

Suggested Binder Contents:

- One or two trapper pouches (for paper with no holes punched in it)
- One or more colored highlighter pens
- Notebook dictionary and/or thesaurus
- Calculator
- Six-inch ruler
- Learning logs and other reflections

Binder Should Be Organized in the Following Manner:

- Binder front cover
- Zipper pouch
- Binder Contents Check-Off Sheet

Each Subsequent Section in Binder Should Have These Parts in This Order:

- Dividers or folders
- Agenda/planner
- Notes (if using dividers) or notebooks (if using folders)
- Learning logs and other reflections (if completing on loose-leaf paper; otherwise, they should be kept in designated subject notebooks)
- Handouts (if using dividers; otherwise, they should be placed in designated subject folders)
- Tests (if using dividers; otherwise, they should be placed in designated subject folders)
- Blank paper

Binder Response Form

Name: _____ **Date:** _____

Week of _____ – _____

This week, I have focused on the following improvements:

Additionally, please notice:

Student Signature: _____

Week of _____ – _____

This week, I have focused on the following improvements:

Additionally, please notice:

Student Signature: _____

Week of _____ – _____

This week, I have focused on the following improvements:

Additionally, please notice:

Student Signature: _____

4.7 Organizational Tool: Backpack

Student Objective

Students will develop an organizational system that begins with a backpack and identify why their backpack is a tool for organization.

Overview

When students arrive at school, their first organizational tool is the backpack. Students store all other organizational tools within their backpack, so it is pertinent for students to understand the importance of keeping this tool organized. Students will take part in a class brainstorm to identify why the backpack is the first piece to the organizational system. Students will also discuss ways in which to keep this tool organized throughout the school year, ensuring that the responsibility is kept on them, rather than transferred to their parent or guardian.

Materials/Set-Up

- Teacher Resource:
    - 4.7a: Organizational Tool Alert!
- Backpack
- Chart paper
- Markers

Instructional Steps

- Determine where student backpacks will be stored (e.g., lockers, cubbies, on a hook within the classroom, etc.).
- Discuss the meaning of "organizational tool." Since this lesson will be one of your students' first exposures to organization this school year, it is important to start everyone from the same place.
- Conduct a class brainstorm on the following prompt: "My backpack is my first organizational tool because…." This can be done in the form of a quickwrite initially, and then student ideas can be recorded on a class anchor chart.
- Identify ways in which to keep backpacks organized. Allow students the opportunity to share out how they keep their backpacks in order, as well as difficulties with keeping their backpacks in order.
    - A follow-up question could ask students how to keep the shift of responsibility on them versus their parent or guardian.

- Create routines for students at the beginning of the school day, as well as at the end of the school day, in terms of storing and getting backpacks in an orderly, productive way. The teacher should explicitly model this routine, as well as allow students time to practice it.
  - Depending on where students store their backpacks, a reminder card could be taped inside of their locker, above their cubby, or on the wall where they hook their backpack. The reminder card could be set up in two-column-note format, with the first column representing their arrival at school and the second column representing dismissal. Each column could have visual reminders of what they need to take into the classroom with them or what they need to remember for the end of the day. This activity would be powerful to do with your students, where they are creating what needs to be added to each column, so they have ownership over this responsibility.
- When students have difficulty with organization, use Teacher Resource 4.7a: Organizational Tool Alert to inform parents/guardians that their student is struggling to maintain the needed level of organization.

To adapt this lesson for primary classes:
- Students could each receive a copy of a backpack and draw in the items that they bring to and from school each day. They can then pair-up with another student and discuss the importance of the items in their backpack to their learning.
  - With the copy of the backpack, students could also be given some cards to cut out and sort into two categories: items that should go in the backpack to promote learning (these cards would be glued inside the outline of the backpack) and items that should be left at home or not placed in the backpack (these cards would be glued outside or around the backpack).
  - Students can then have a discussion in collaborative groups about the items that they placed inside of the backpack and the items that they left outside of it or at home. The teacher should explicitly model how this conversation would go. For example, prompting the students to explain why their Home Communication folder should be placed inside of their backpack: "How does the Home Communication folder promote or help in my learning?"
- A laminated or plastic tag could be created that attaches to each student backpack. This tag could include visual reminders of how to keep their backpack organized. A poster could also be created with the same visual reminders that are posted above each bank of lockers, cubbies, or hooks.

Extension
- To increase rigor:
  - Students could create mnemonic devices or lyrical raps for remembering what should go in their backpack or a way in which to keep it organized.
  - Students in upper elementary grades could serve as helpers to the primary students as they learn about their backpack as an organizational tool. Students could also use this as an opportunity to promote leadership and community service within the school by working with primary students on creating a poster and also integrating technology through the creation of a PicCollage for how organization looks in each grade level.

Organizational Tool Alert!

Dear Parent/Guardian:

_____ is working toward being organized and successful this school year. Here are some things that you can do to support and reinforce your child's organizational efforts at home:

- Ensure that the agenda/planner is used as a tool for self-monitoring and comes with your child to school each day.
- Ensure that the supply pouch has the necessary materials.
- Ensure that you are checking folders/dividers for handouts or communications that can be removed.
- Ensure that the organizational tool is arranged by academic-specific sections (for example, make sure that all subject-specific materials remain together, whether it is in the form of notebooks and folders or in the form of notes on loose-leaf paper and subject dividers).
- Ensure that the organizational tool is being taken care of and is kept neat, so your child is ready for a successful day at school.

Additional Comments :

Thank you for your support!

Sincerely,

_____

Organizing Thoughts

Organizing thoughts teaches and reinforces implicit organizational skills that help students see how their brain works, how they make sense of and organize information, and how they apply specific strategies and monitor their outcomes. Students are given the opportunity to think strategically and metacognitively.

Organizing Thoughts Through Note-Taking

Note-taking is explicitly modeled to students across content areas, so they have multiple opportunities to practice this skill and become independent. Independence is key, as students are given information that they need to organize in a way that they derive meaning and depth with the subject at hand, adding to their knowledgebase.

Graphic Organizers

Graphic organizers are used as a visual framework for organizing and making meaning out of content, thereby developing higher level thinking skills within students. Graphic organizers can be used across subject areas to frame the subject being taught.

4.8 Organizing Thoughts Through Note-Taking: Bridging the Gap Between Teacher-Directed and Independence

Student Objective

Students will independently move toward organizing their thoughts and framing their thinking in two or three-column notes.

Overview

It is important for teachers to consider how to focus students in moving toward independence in note-taking by framing their thinking and identifying which information is the most pertinent in understanding the content. In this activity, students will determine how to create notes. They will need to look at text resources and identify multiple ways that they will organize their notes, starting with identifying the purpose. Then, students will justify which format matches their purpose for the assigned activity.

Materials/Set-Up

- Student Handout:
  - 4.8a: Organizing Thoughts Through Note-Taking Tracker
- Text resources (e.g., AVID Elementary Weekly lessons/articles, chapters from grade-level textbooks, short stories)
- Chart paper
- Markers
- Tape

Instructional Steps

- Choose a text that students will utilize for this activity. See examples of text resources in the Materials-Set-Up section of this activity.
  - Determine if you want all student groups to utilize the same text resource or a variety of resources for this activity.
- Identify the learning outcome that you wish students to achieve by the end of this activity. This will help them set a purpose for organizing and taking notes during today's lesson. Example outcomes 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.
  - Explain relationships or interactions between individuals, events, ideas, or concepts.
  - Summarize the main idea and provide supporting details.
  - Analyze multiple accounts of the same event or topic.

- Combine students into collaborative groups (see the Collaborative Structures section in Chapter 3).
- Read the text as a group, applying close reading strategies (see Close Reading Strategies section in Chapter 5) to the text.
- In groups and utilizing Student Handout 4.8a: Organizing Thoughts Through Note-Taking Tracker, brainstorm multiple ways to organize the notes that directly serves and matches the learning outcome and purpose.
- Students then evaluate which note-taking structure will directly sync to the learning outcome.
- Have students record set-up and notes on chart paper.
- Upon completion of the activity, students can hang their anchor charts and complete a gallery walk around the classroom, viewing the various perspectives of each student group.
- Conclude the activity with a follow-up discussion where each group can explain why they chose the note-taking structure that they did, how it serves the purpose, and what they noticed about the way that they organized their notes. Other groups can offer feedback, too.

To adapt this lesson for primary classes:
- When modeling two- and three-column notes, consider having students determine the information that can be collected for one or two of the columns.
- In addition, allow students to share their understanding about important information and record that in the appropriate column during group note-taking.

Extension

- To increase rigor, have a variety of articles or text passages to choose from and allow students to complete this activity independently. Students can then form small groups, sharing out their perspective as to how they took notes based on the purpose identified. For students that are still struggling, work with them in a small group while the rest of the class is working independently.
- To integrate technology, students can choose an article from an online resource, like Newsela, where they can search for an article that interests them, as well as an article at their Lexile level.

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

4.9 Graphic Organizers

Student Objective

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

Overview

A graphic organizer is a visual display that demonstrates relationships between facts, concepts, or ideas. Teachers can create the organizer or provide a format for students to complete during the lesson or as independent work. There are many visual learning formats used as graphic organizers, such as concept mapping, webbing, mind mapping, and diagrams. Graphic organizers enable the student to organize material logically and help them to present their ideas coherently and with focus. Their purpose is to enhance higher level thinking skills and improve academic performance on written papers, tests, and homework assignments.

Materials/Set-Up

- Student Handouts:
    - 4.9a: Graphic Organizer: Elaboration/Description, Option 1
    - 4.9b: Graphic Organizer: Elaboration/Description, Option 2
    - 4.9c: Graphic Organizer: Cause/Effect
    - 4.9d: Graphic Organizer: Compare/Contrast, Option 1
    - 4.9e: Graphic Organizer: Compare/Contrast, Option 2
    - 4.9f: Graphic Organizer: Sequence – Chronological
    - 4.9g: Graphic Organizer: Sequence – Story Map
    - 4.9h: Graphic Organizer: Sequence – Plot
    - 4.9i: Graphic Organizer: Claim/Evidence
    - 4.9j: Graphic Organizer: Persuasion Map
- Prior to the activity, provide printed or electronic templates for students.

Instructional Steps

- Select the appropriate graphic organizer template to use by examining the task or required thinking skill:
    - Elaboration/Description and Description/Elaboration: describe attributes, qualities, characteristics and properties; explain relationships of objects in space; define level of frequency.
    - Cause/Effect: explain the cause of an outcome; express why something occurred.
    - Compare/Contrast: understand and express how two or more things are similar, as well as how they are different.
    - Sequence: relate steps in a process; express time relationships and action within a larger event.
    - Claim and Evidence: make a claim/argument/proposition; defend an opinion; explain reasoning; justify a position.

- Model the use of the template during a whole-group demonstration lesson, directing students to focus on the relationships between the template elements and examining the meanings and desired outcomes attached to them.
- Show how the process of converting a collection of data/information/ideas into a graphic map can lead to increased understanding and insight into the topic at hand. The possibilities associated with the topic become clearer as the student's ideas are classified visually.
- Allow students time to share graphic organizers with partners first, and then in small groups, in order to help develop new perspectives and clarify any misunderstandings in relation to the material covered.
- Support students as they learn to incorporate the use of the information produced graphically into their writing and final products.
- Use future lessons and tasks for students as opportunities to frequently model and use appropriate graphic organizers. Remind students of the importance of graphic organizers any time that the tools fit the required thinking skills for a task. The following resources contain tools and templates for creating graphic organizers:
    - Bubbl.us (bubbl.us): a free tool for creating color-coded mind maps
    - TeacherVision® (www.teachervision.com/graphic-organizers/printable/6293.html): provides access to an extensive list of graphic organizers for all subject areas

To adapt this lesson for primary classes:

- Provide completed examples of graphic organizers for students to examine and reference. Have students apply the elements of the templates to their own tasks in order to showcase their thinking.
- Provide graphic organizers that are partially completed, allowing students the opportunity to fill in the missing information.
- Have students draw their own templates to reinforce the elements of the graphic organizer.

Extension

- To increase rigor, allow students the opportunity to mix in their own creativity in depicting graphic representations of their thinking. Students may even create new templates to share.
- To integrate technology, ask students to create organizers using software programs, such as the resources referenced in the Instructional Steps for this activity.

Graphic Organizer: Elaboration/Description, Option 1

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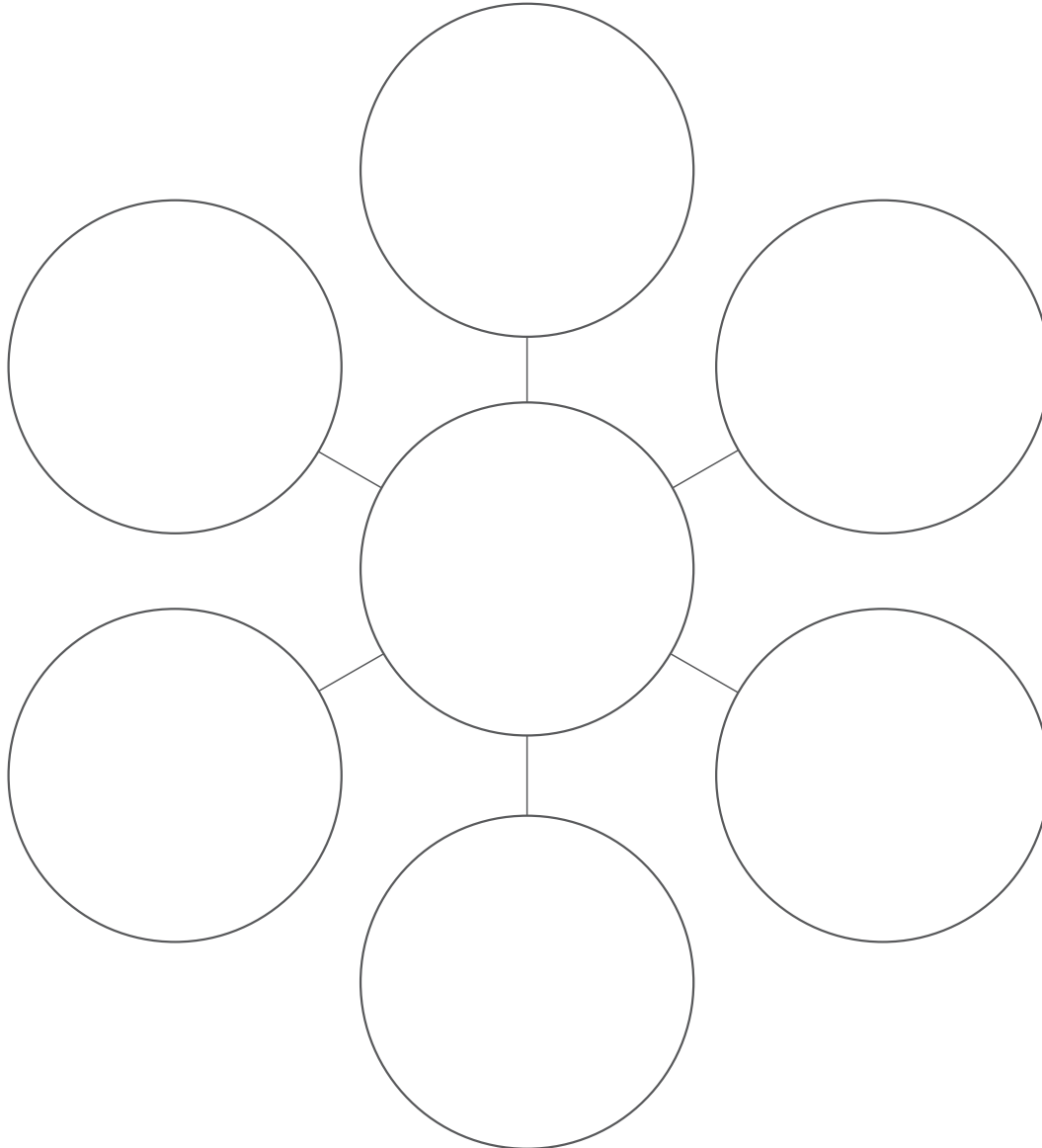
Reflection: Describe the relationship between all of the ideas connected to the main topic/concept.

Boldway, S., Carter, M., Compton, R., Golden Gutierrez, S., Mullen, M., & Valdez, S. (2012). *The write path English language arts: Exploring texts with strategic reading.* San Diego, CA: AVID Press.

Graphic Organizer: Elaboration/Description, Option 2

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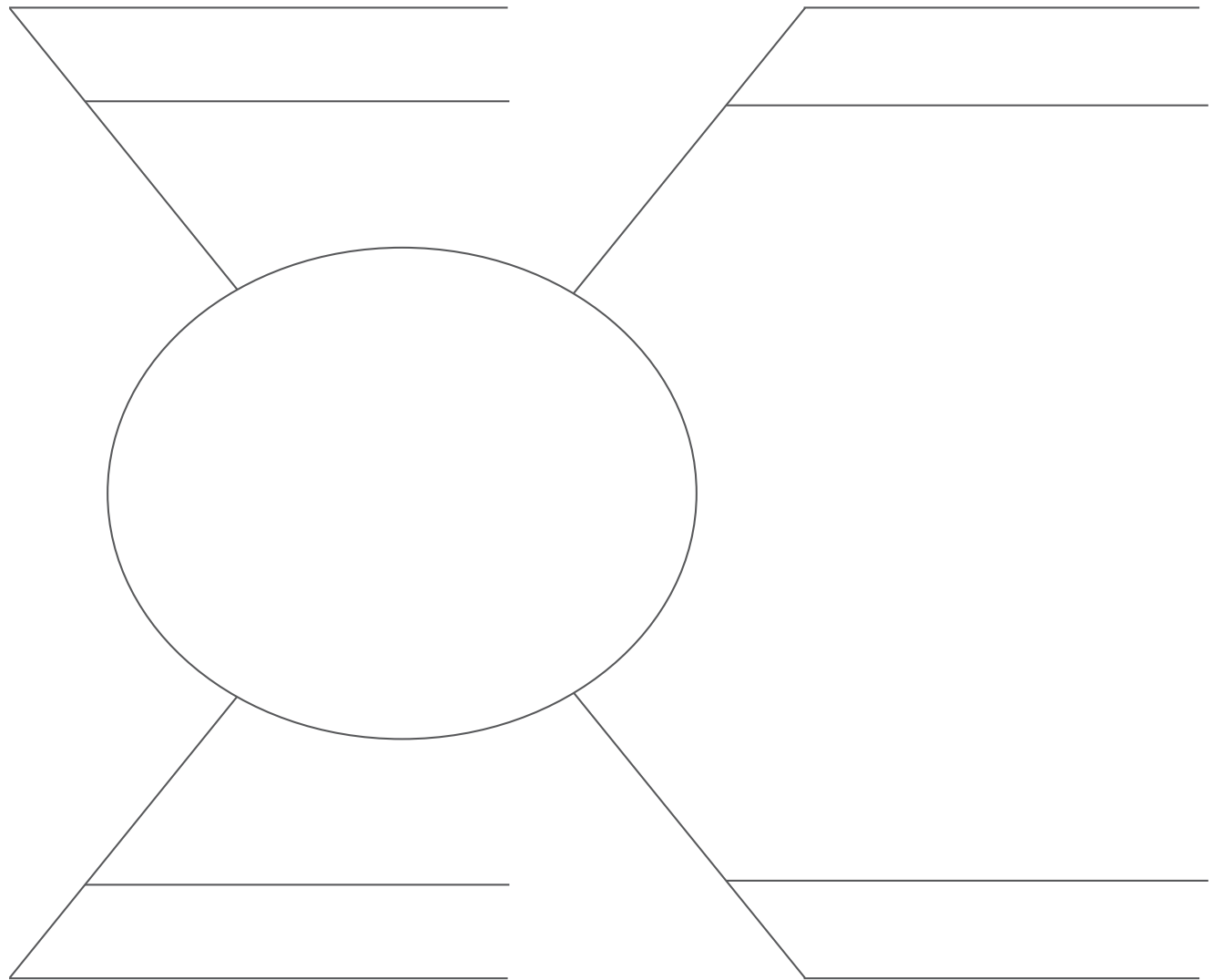
Reflection: Describe the relationship between all of the ideas connected to the main topic/concept.

Boldway, S., Carter, M., Compton, R., Golden Gutierrez, S., Mullen, M., & Valdez, S. (2012). *The write path English language arts: Exploring texts with strategic reading.* San Diego, CA: AVID Press.

Graphic Organizer: Cause/Effect

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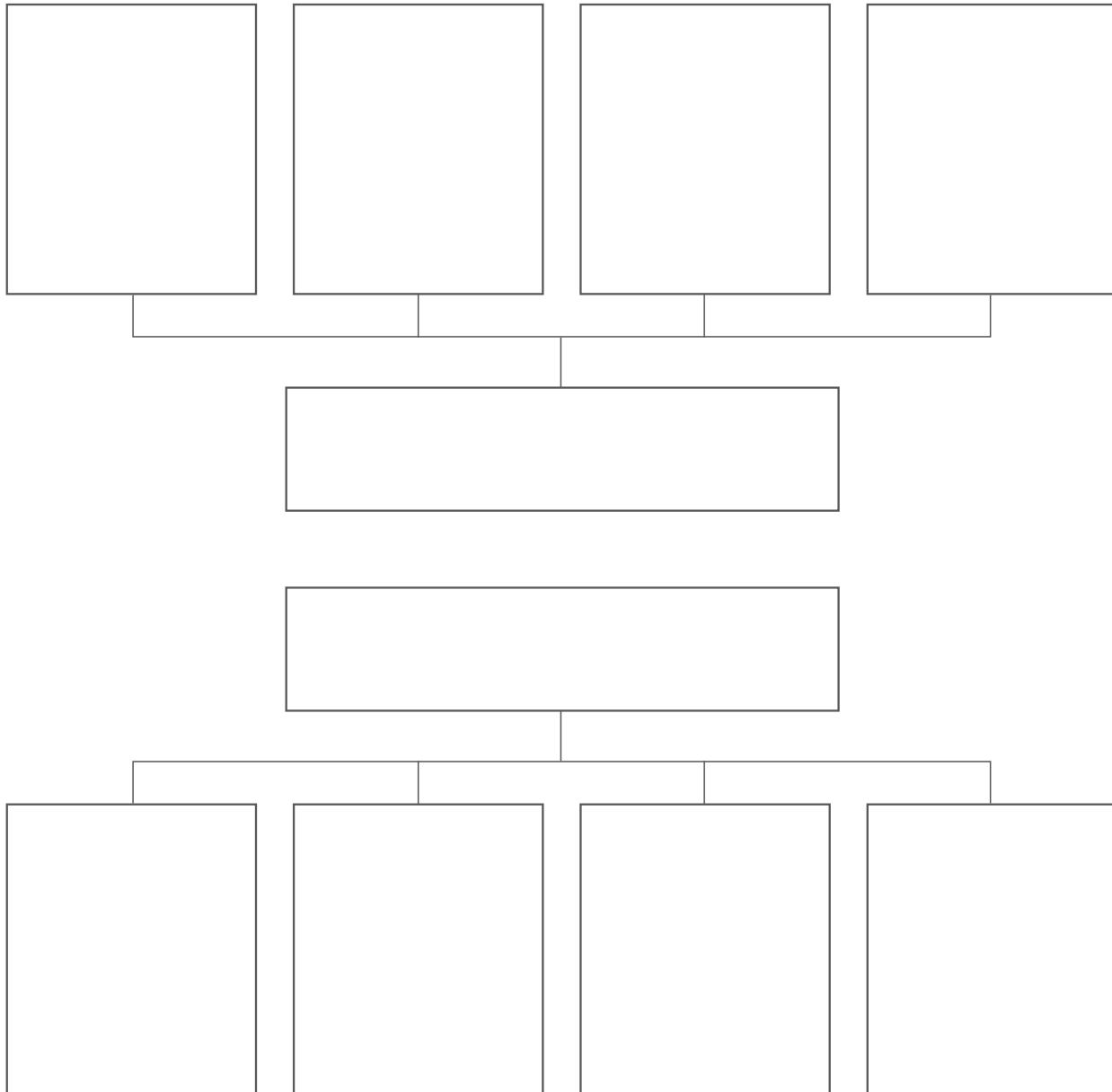
Reflection: How do you think the result (i.e., effect) would change if the elements or factors (i.e., causes) were different?

Boldway, S., Carter, M., Compton, R., Golden Gutierrez, S., Mullen, M., & Valdez, S. (2012). *The write path English language arts: Exploring texts with strategic reading.* San Diego, CA: AVID Press.

Graphic Organizer: Compare/Contrast, Option 1

Name: _____ Date: _____
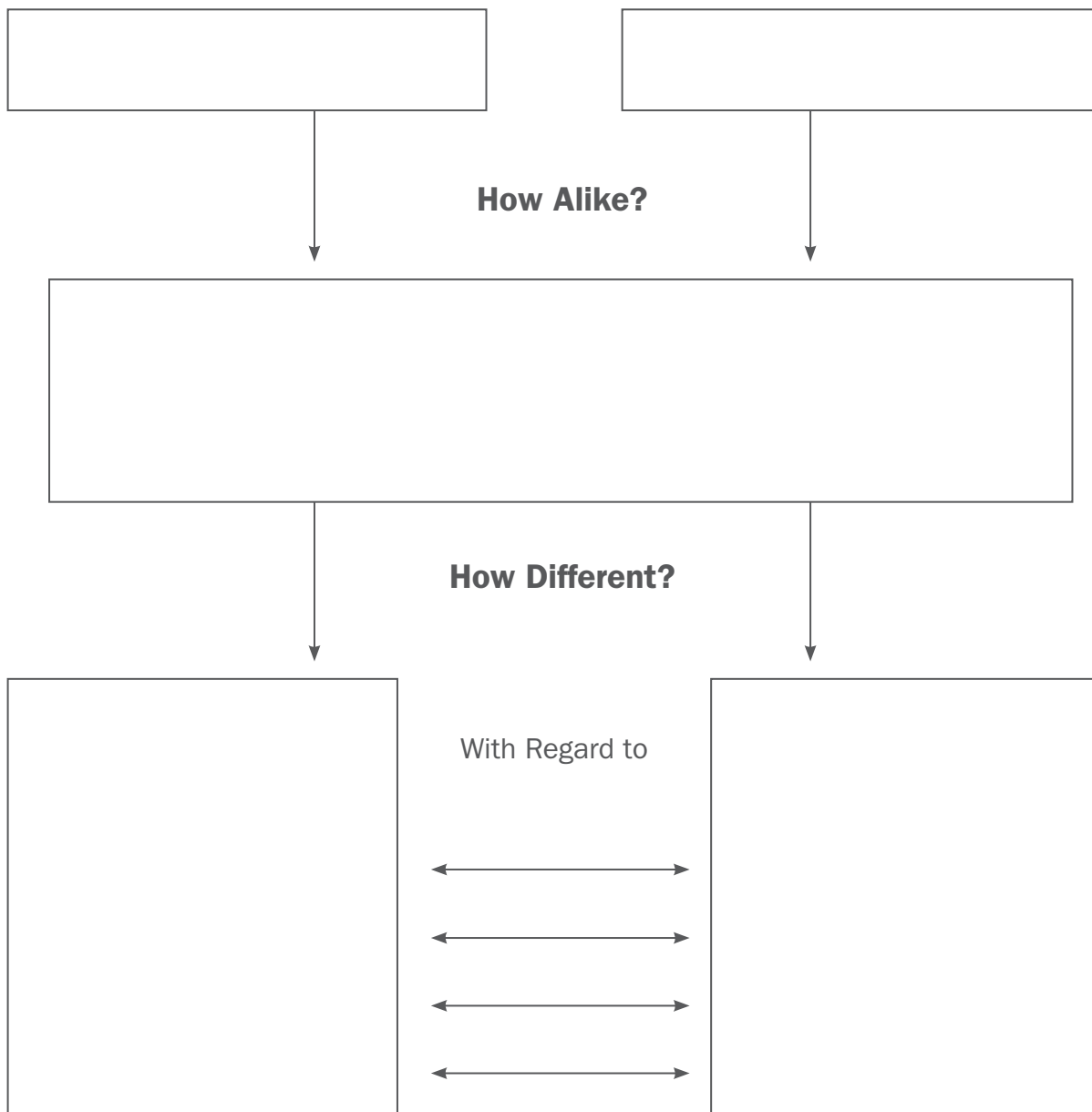
How Alike?

How Different?

With Regard to

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

Boldway, S., Carter, M., Compton, R., Golden Gutierrez, S., Mullen, M., & Valdez, S. (2012). *The write path English language arts: Exploring texts with strategic reading.* San Diego, CA: AVID Press.

Graphic Organizer: Compare/Contrast, Option 2

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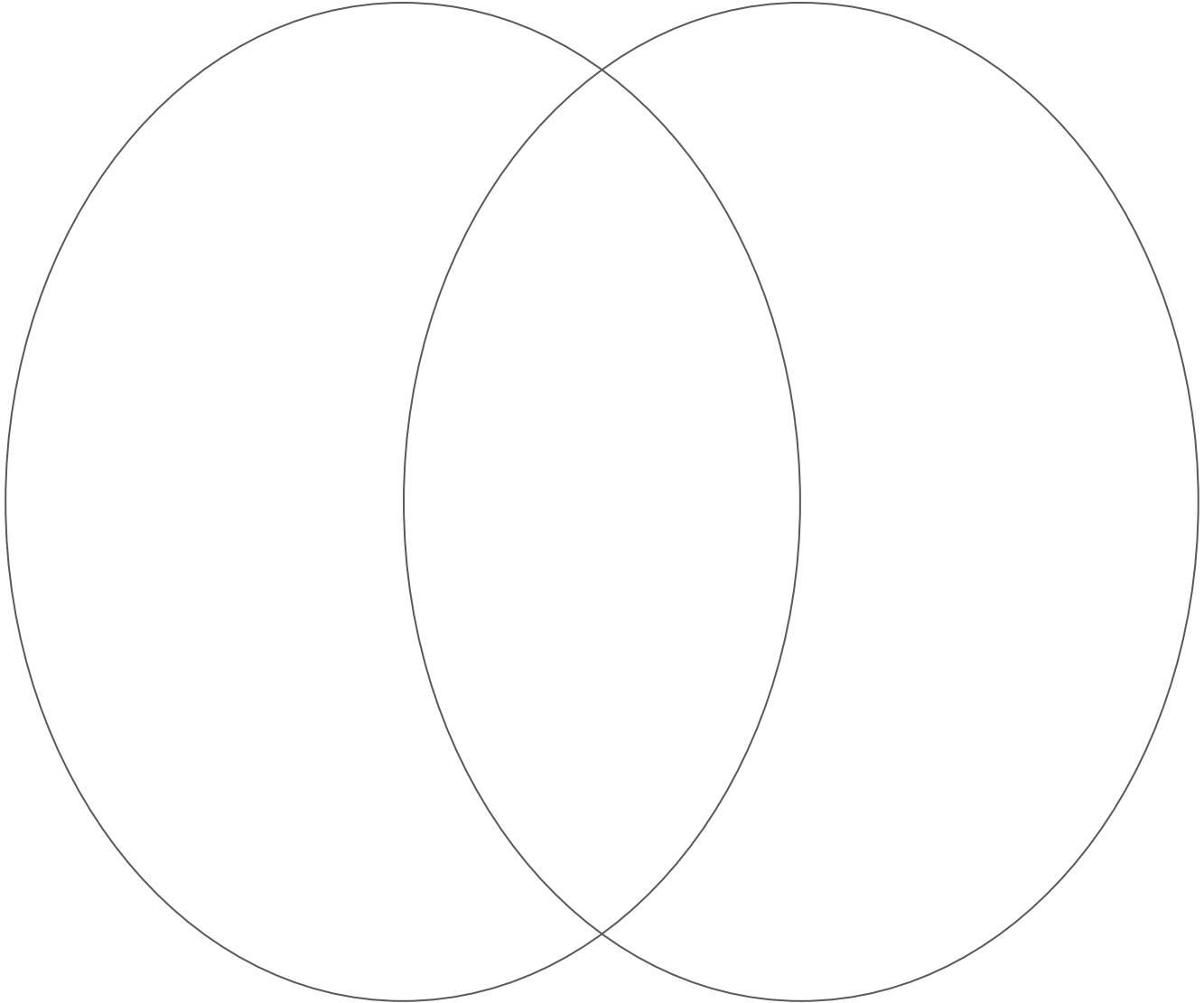
Reflection: What can you conclude about the two topics/subjects that are being compared and contrasted?

Boldway, S., Carter, M., Compton, R., Golden Gutierrez, S., Mullen, M., & Valdez, S. (2012). *The write path English language arts: Exploring texts with strategic reading.* San Diego, CA: AVID Press.

Graphic Organizer: Sequence – Chronological

Name: _____ Date: _____

Chronological

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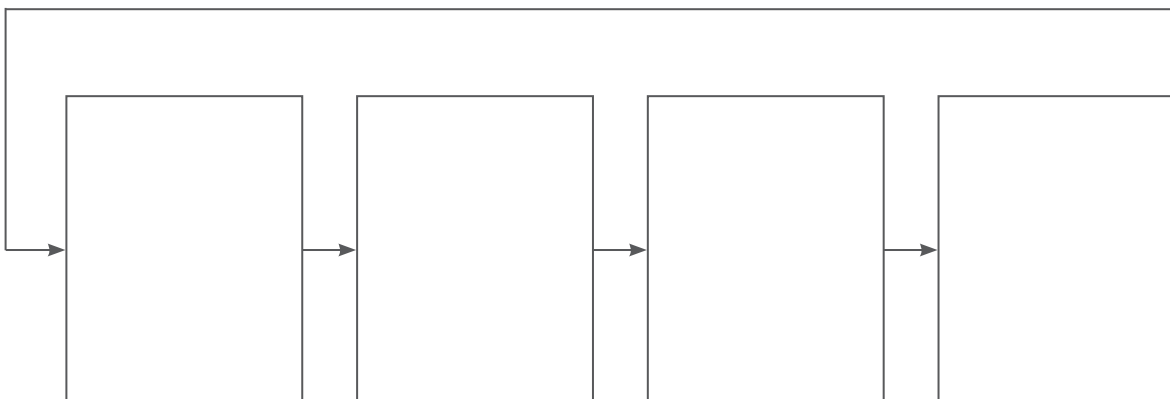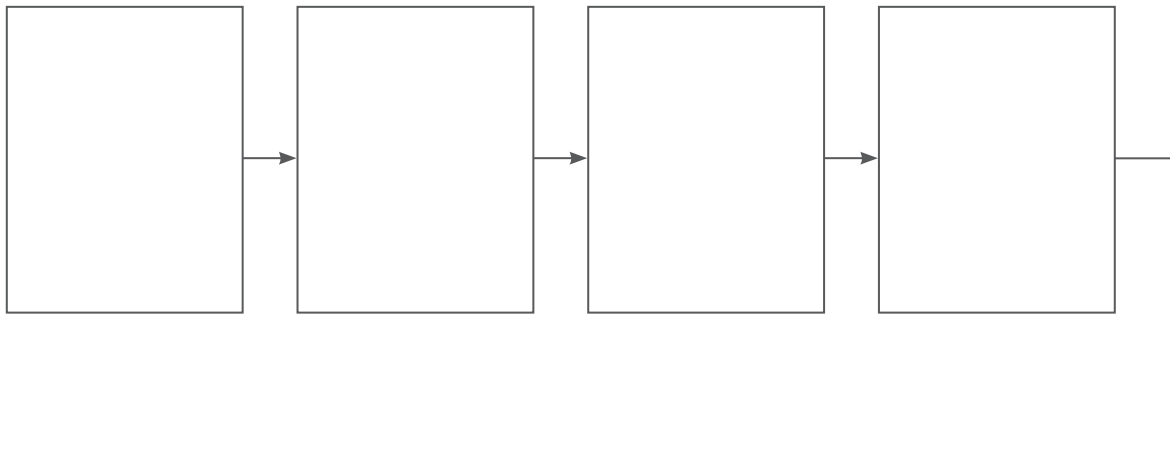
Reflection: Is there a part in this sequence where the events are more important than the others?

Boldway, S., Carter, M., Compton, R., Golden Gutierrez, S., Mullen, M., & Valdez, S. (2012). *The write path English language arts: Exploring texts with strategic reading.* San Diego, CA: AVID Press.

Graphic Organizer: Sequence – Story Map

Name: _____   **Date:** _____

Beginning	Middle	End

Reflection: Why is the sequence important?

Boldway, S., Carter, M., Compton, R., Golden Gutierrez, S., Mullen, M., & Valdez, S. (2012). *The write path English language arts: Exploring texts with strategic reading.* San Diego, CA: AVID Press.

# Graphic Organizer: Sequence – Plot

Name: _____   Date: _____

Plot

Title/Author:	Setting:

Main Characters:	Minor Characters:
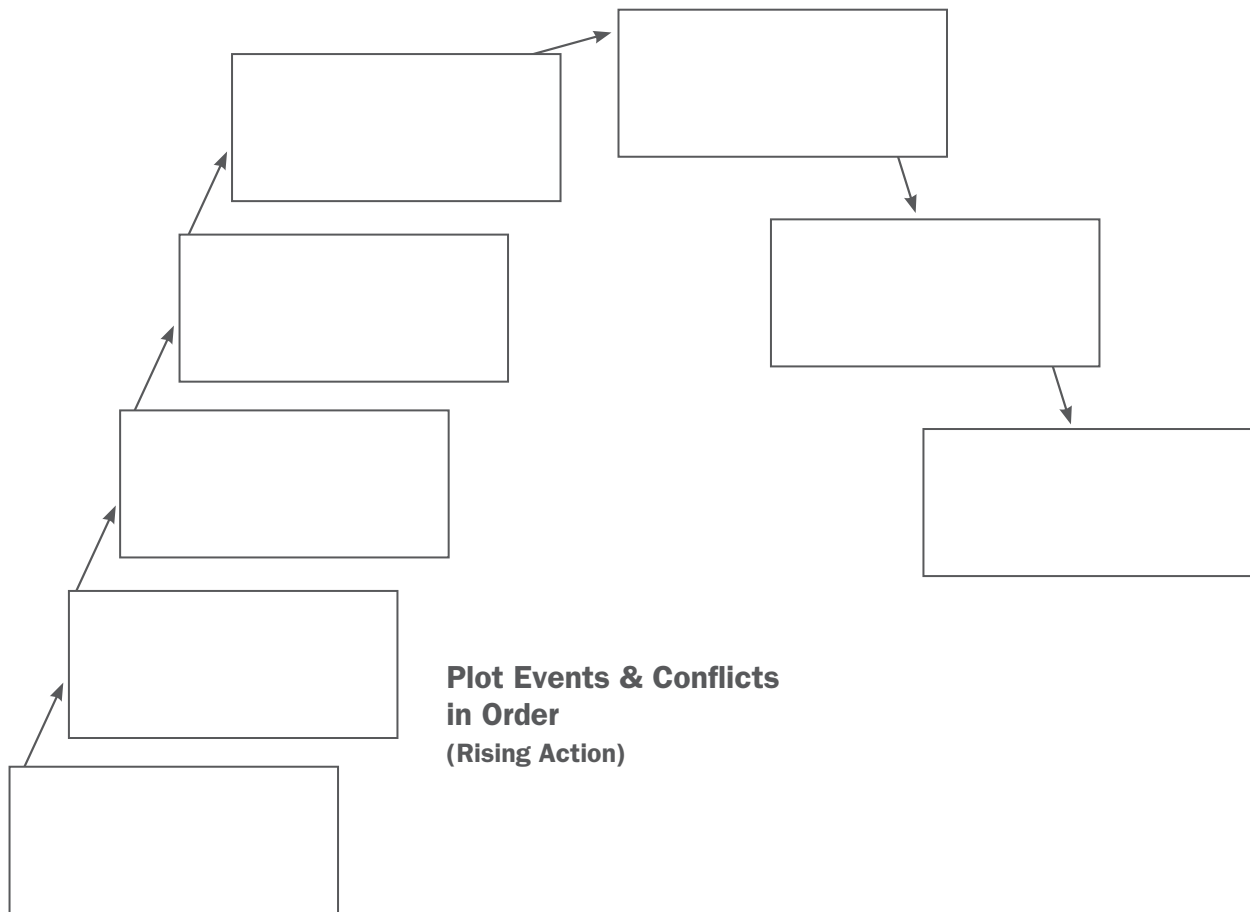
**Plot Events & Conflicts
in Order
(Rising Action)**

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

Boldway, S., Carter, M., Compton, R., Golden Gutierrez, S., Mullen, M., & Valdez, S. (2012). *The write path English language arts: Exploring texts with strategic reading.* San Diego, CA: AVID Press.

# Graphic Organizer: Claim/Evidence

Name: _____ Date _____
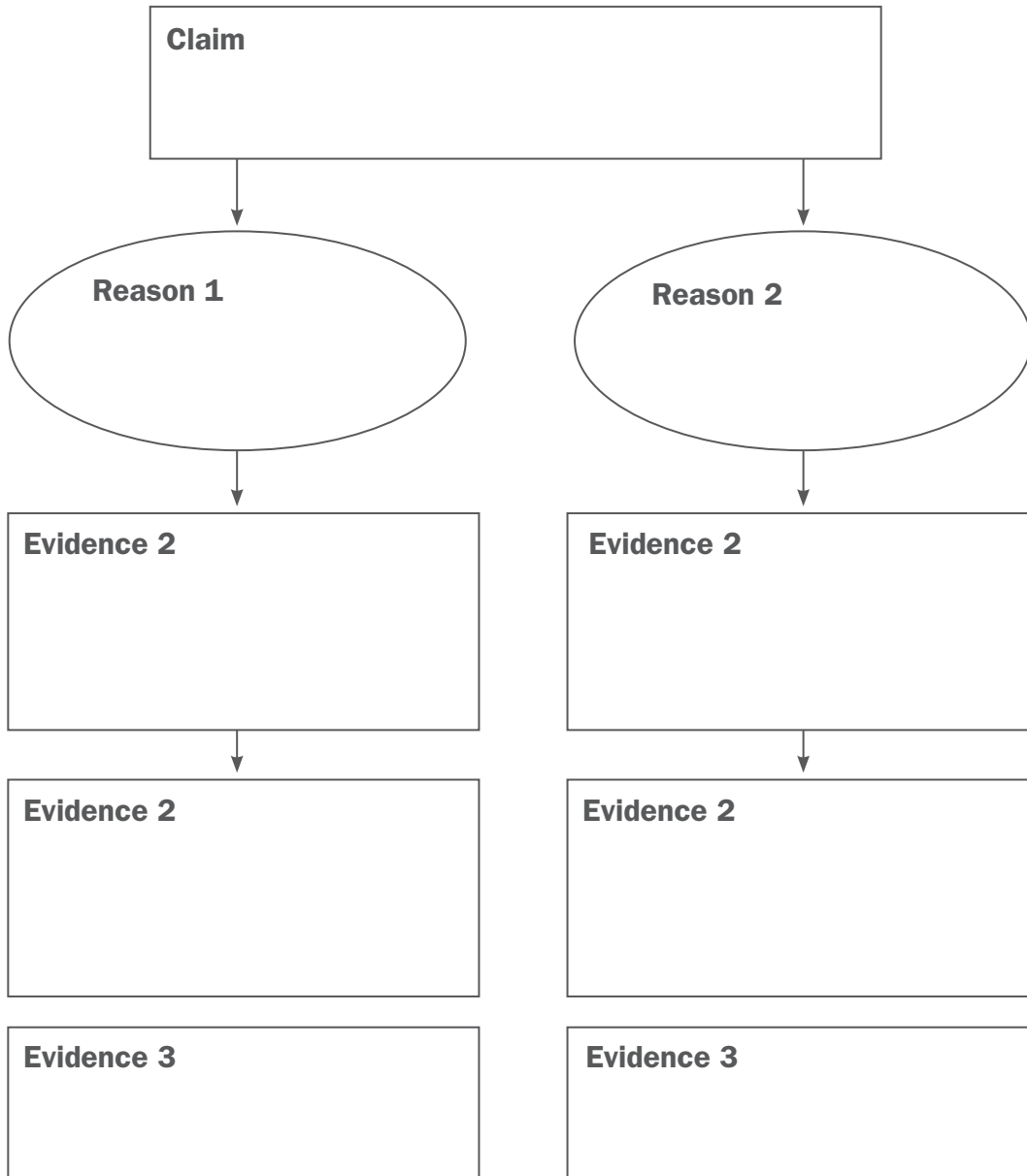
Reflection: What might an opponent say against this claim/proposition?

Boldway, S., Carter, M., Compton, R., Golden Gutierrez, S., Mullen, M., & Valdez, S. (2012). *The write path English language arts: Exploring texts with strategic reading.* San Diego, CA: AVID Press.

Graphic Organizer: Sequence – Persuasion Map

Name: _____ Date: _____

		Evidence 1
	Reason 1	Evidence 2
		Evidence 3
Claim		Evidence 1
	Reason 2	Evidence 2
		Evidence 3
		Evidence 1
	Reason 3	Evidence 2
		Evidence 3
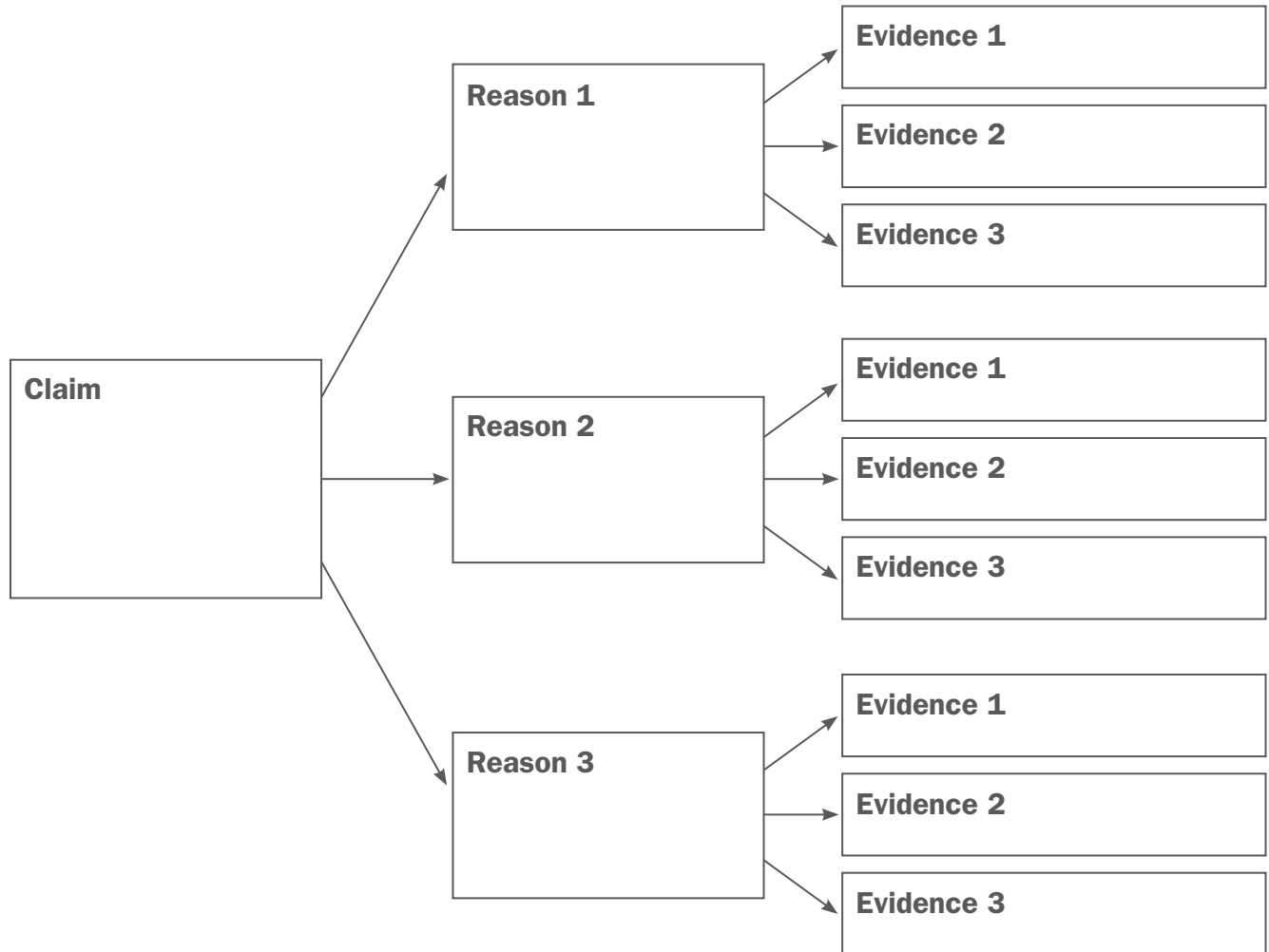
Reflection: What are the consequences or benefits to this position?

Boldway, S., Carter, M., Compton, R., Golden Gutierrez, S., Mullen, M., & Valdez, S. (2012). *The write path English language arts: Exploring texts with strategic reading.* San Diego, CA: AVID Press.

Reading

Visit the *AVID Elementary Foundations: A Schoolwide Implementation Resource* webpage

on MYAVID for additional materials and resources.

Reading

This chapter will focus on reading to learn through the use of critical reading strategies. Some key critical reading strategies will be illustrated that teach students to apply comprehension before, during, and after reading. Successful students often apply many reading strategies simultaneously. Lessons to illustrate vocabulary-learning techniques are integrated into meaning-making activities that teach academic language within the context of comprehension and communication tasks. As will be demonstrated, strategies from previous chapters are also applicable to reading comprehension.

The lessons in this chapter utilize a model of the teacher thinking aloud, and through demonstration, making the process of critical reading visible to the students so that they can begin to form habits of critical reading with both literary and informational texts. Scaffolding, including teacher read-alouds, is used to support rereading of short, complex texts or sections of longer texts to focus on different purposes. Sentence stems to support discussion and writing, note-taking, text-marking, and other active reading strategies can be applied in both literary and content reading. By using a gradual release of responsibility, students engage with texts through focused, high-quality discussion and writing about the meaning of a text.

Learning to read critically provides access to all of the content areas and experience with using information to make life decisions based on evidence. Success in college requires that our elementary students have more experiences with non-fiction texts and direct teacher modeling of structures to support comprehension of a variety of complex texts. The exponential growth of information and Internet access also requires students to be savvy critics of claims and arguments and to develop methods for establishing the validity of sources and information. Students who learn to read deliberately retain more information and retain it longer (Duke & Pearson, 2002). Academic language relevant to all content areas should be taught explicitly to deepen understanding and foster the ability of students to work and think independently (Walqui & Van Lier, 2010).

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

- Teach students to identify the critical reading strategies and skills that successful readers use, as well as inform them of when to use different strategies
- Embed the acquisition of academic vocabulary in the contexts of reading comprehension and content learning
- Effectively utilize reading and comprehension strategies to analyze texts
- Engage students in thinking critically about fiction and non-fiction texts by understanding the author's purpose and using evidence to justify their claims and form opinions

Introduction to Critical Reading

Critical reading strategies can be used both for fiction and non-fiction reading. To help students learn to read more complex texts, the role of teachers is to scaffold instruction in strategies, and then to gradually release responsibility for applying the appropriate strategies independently. The choice of strategies depends on the text and purpose for reading. Teachers must help students navigate and apply pertinent strategies to a variety of complex texts. Lessons identified in the chapters on Writing, Inquiry, Collaboration, and Organization all provide tools to promote critical readers. Some examples are: KWL-A, Reciprocal Teaching, Higher Level Questions, Graphic Organizers, Double-Entry Journal, etc.

Critical readers approach texts with a purpose for reading and evaluate not just what the text says, but how and why the author is saying it. Students also need to be able to synthesize ideas across various sources and genres. The following are a list of critical reading strategies highlighted in this section:

- Set Goals for Reading
- Preview/Predict
- Visualize/Use Imagery
- Marking the Text
- F–L–I–P Strategy
- Claims, Evidence, and Reasoning Frame
- Summarize and Synthesize Strategies
- Close Reading

5.1 Setting the Purpose for Reading

Student Objective

Students will practice connecting ideas on the page with their own background knowledge by analyzing the purpose for the reading assignment and applying it as they read.

Overview

When students read with a clear purpose in mind, they will be more engaged, focused, and remember more of the text. Teachers use the purpose to guide the selection of a text and the tasks that follow the reading. Students need to understand the reasons that the text has been assigned and also mesh that purpose with personal goals for the reading. Setting the expectation that students will ask questions before, during, and, after the reading helps to set the purposes for comprehension. By generating questions, students become more metacognitive and can monitor to see if they understand what they are reading. Asking questions after reading helps students to combine information from different parts of the text.

Materials/Set-Up

- Teacher Resource:
    - 5.1a: Questions to Pose About the Reading
- Student Handout:
    - 5.1b: Setting the Purpose for Reading
- Chart paper or projection screen
- Selection of different types of reading materials

Instructional Steps

- Create an anchor chart and brainstorm with your students a list of reasons for reading ("Why Are You Reading?"). (See Teacher Resource 5.1a: Questions to Pose About the Reading for suggested reasons.)
- Model thinking while reading from a personal reading list, sharing the varied reasons for reading using several examples (e.g., *The New York Times*, a new appliance manual, a cartoon, a website on sports scores).
- Model choosing a reason for reading from the list as you make assignments for readings.
- Refer to the purpose when asking students to chart the text or write in the margins.

To adapt this lesson for primary classes:

- Model reading for a purpose with a read-aloud, followed by a think-aloud about what you notice as a reader that fits with that purpose as you read.
- Stop to reflect and Think–Pair–Share, having students discuss what they are noticing in the text that fits with the purpose and why.
- Use prompts that help students keep in mind the purpose:
  - Read until you can tell if this is fact or fiction, and then tell how you know.
  - Read until you find the setting and main characters in the story.
  - Stop reading when you find out how the problem gets solved.
  - Read until you get to the part where _____.
  - Stop and draw a picture after page ___ to show what you think will happen next.

Extension

- To increase rigor, when reading an informational text, ask students to turn the title and subtitles of the text into questions before reading. Use three-column notes to record the title and subtitles on the left, the question in the middle column, and notes on the answer gleaned during reading in the third column.

Questions to Pose About the Reading

As an educator, asking questions while reading accomplishes the following:

- Provides a focus or specific purpose
- Promotes active engagement with the text and higher level thinking
- Supports students to monitor comprehension

The Question-Answer Relationship (QAR) strategy encourages students to learn how to answer questions more skillfully. Students are asked to indicate whether the information that they used to answer questions about the text was textually explicit information (i.e., information that was directly stated in the text), textually implicit information (i.e., information that was implied in the text), or information entirely from the student's own background knowledge (Raphael & Au, 2005).

There are four different types of questions:

1. **Right There (Level 1 Thinking):** The answer is very concrete and right there on the page.

   Sentence Stems:
   - *According to the passage…*
   - *How many…*
   - *Who is…*
   - *What time…*

2. **Think and Search (Level 1–2 Thinking):** The answer can be found in more than one place.

   Sentence Stems:
   - *The main idea of the passage is…*
   - *Compare _____ to _____*
   - *What caused…*

3. **Author and You (Level 2 Thinking):** Use prior knowledge and connect the ideas of the author.

   Sentence Stems:
   - *The author's purpose is to…*
   - *The passage suggests that…*
   - *The author's perspective is…*

4. **On Your Own (Level 3 Thinking):** Involves using your own experience primarily and could be answered without referring to the text.

   Sentence Stems:
   - *In your opinion…*
   - *How would you react to…*
   - *Think about a time when…*
   - *This text reminds me of…*

Setting the Purpose for Reading

Name: _____ **Date:** _____

Before you begin reading an item, first consider answering the question, "Why are you reading?" Listed below are a series of possible reasons for reading.

Why are you reading?

- To get the gist

- To look for new information or confirm existing facts

- To find an opinion

- To get instructions

- To be transported to another time or place

- To have fun and experience a story

- To form questions about things to explore more

- To study the writer's style and use of language

Add to this list as the year progresses:

5.2 Preview/Prediction Strategies

Student Objective

Students will use the title of the book or article, book cover information, pictures, and other text features to activate prior knowledge and to make predictions about the content to deepen interest and comprehension.

Overview

Preview strategies help students bring background knowledge to the surface, and then synthesize it. Preview and prediction strategies set students up to think critically about an event, concept, or topic of study. Students are often more engaged and interested in completing the reading because they are invested in the results of their predictions.

Materials/Set-Up

- Selected text, to be shared in print or projected for the class to view

Instructional Steps

Prediction

- Invite students to preview the text features and make predictions about the fiction or non-fiction text.
- Ask them to identify specific evidence in the text by marking with sticky notes or reading aloud and interpreting the text.
- Students may do a quickwrite about predictions and review them after reading.
- After reading, ask students to find evidence in the text to prove or disprove predictions.

Preview Strategies

- **Skimming** refers to reading quickly just for the main ideas with a focus on the purpose for the assignment.
  - Non-fiction texts work best for skimming.
- Demonstrate how to skim a text and think aloud to prepare students to do this independently.
- Skim the text and notice any subheadings, bolded words, illustrations, and graphs.
- Determine the genre of the text and consider the purpose for the reading.
- Get the gist of what the text is saying, looking for chapter summaries.
- **Scanning** refers to when you look only for a specific fact or piece of information without reading everything.
- Demonstrate scanning in variety of contexts, like searching the web for information, locating the sports scores for a favorite team, looking for a specific detail, etc.
- Have students indicate where they found scanned information by marking the text with underlining, highlighting, or sticky notes.

Exclusion Brainstorming

- Use Exclusion Brainstorming to preview content before reading.
- Choose a list of words or phrases that are examples, as well as a few non-examples, of the content of the text to be read.
- Students predict by marking words/phrases that they expect to encounter in the reading.
- In small groups, students discuss the reasons why words were included or excluded.
- Finally, instruct students to explain the reasoning for their choices and then read the text and tally the number of accurate predictions made after previewing words and phrases.

Possible Sentences

- Choose key words from the text, including some known and unknown to the majority of the class.
- List words and read them aloud first. Then, assign small groups to write sentences containing at least two key words that they predict will be included in the text to be read.
- Small groups share a sentence to be charted for the class as a reference. Any words not used in sentences will remain for the whole group to complete.
- During reading, students mark their sentences as true, false, or unknown.
- Students can revise their possible sentences after reading the text.

To adapt this lesson for primary classes:

- Use the read-aloud strategy and teacher modeling, followed by shared writing, in order to scaffold these strategies.
- Choose familiar texts, AVID Elementary Weekly articles/pictures, and guided reading books at the appropriate instructional level.

Extension

- To increase rigor, teach students to give book talks in order to preview texts. Model a short book talk or show online models of book talks to the class. Use the analogy of a book talk being like a movie trailer, trying to convince others to read the book. Give enough of the plot to hook the audience, while not revealing all of the key details or the ending. It may be helpful to read certain passages, discuss the characters, review the setting, or highlight the author's history or motivation in writing the text.
- To increase scaffolding, provide sentence frames (e.g., I predict _____ because _____; Since _____, I predict _____; From what I know about _____, I predict _____).

5.3 | Anticipation Guide

Student Objective

Students will use critical thinking skills to preview the main ideas in a complex text prior to and after reading the text.

Overview

An Anticipation Guide is a *before* reading strategy used to elicit students' prior knowledge and opinions about what they know (or think they know) about a text or unit of study across subject areas. The teacher prepares the guide to make important themes explicit and to explore student misconceptions prior to learning. Students revisit the statements in the guide after the lesson to record any changes in thinking. They are asked to justify their changes with evidence. For students with limited topic and vocabulary knowledge, the discussion scaffolds their comprehension and strengthens their background knowledge for the upcoming reading.

Materials/Set-Up

- Student Handout:
    - 5.3a: Anticipation Guide: Before/After Reading
- Chart paper

Instructional Steps

- Prepare 5–10 statements about the content, explicating key themes critical to the reading or lesson. Post these statements on chart paper so that students can copy them down in the middle column on their copy of Student Handout 5.3a: Anticipation Guide: Before/After Reading.
- Using a think-aloud, model the critical thinking process that should happen before reading, especially how to justify answers and qualify statements.
- Ask students to read each statement, individually agree or disagree, and justify their answer in the first column of their handout.
- Assign partners to discuss their reasoning for each answer and justify any differences.
- Revisit the statements, and in pairs, have students agree/disagree again after the reading and discuss what evidence justifies changes in responses.
- Use student responses and class discussion to gain insight into students' sense-making and reasoning related to the topic.

To adapt this lesson for primary classes:

- Select one or two statements. Make the statements based on the cover of a book or following a picture walk. A read-aloud book works well to model the task of agreeing or disagreeing with statements.
- Ask students to signal agreement or disagreement using hand signals (e.g., thumbs-up, thumbs-down, or thumbs-sideways). In partners, ask them to give their reasons for either agreeing or disagreeing with the statements as a pre-reading activity. Move to writing, as students become proficient with the discussion and reasoning.
- Tally numbers of agree/disagree next to each statement and repeat the tally after reading.
- Partner students to discuss and justify with evidence their changes in thinking.
- Facilitate whole-group discussion and demonstrate think-aloud strategies to highlight changes in thinking based on the reading or lesson.

Extension

- To increase rigor, model some examples for students that demonstrate the critical thinking process and the need to qualify and justify answers, giving several examples in which the answers are not clear and need qualifications:
  - Add a line under each statement and ask students to write about their reasons for agreeing or disagreeing.
  - Use scales of agreement (strongly agree, agree, disagree, strongly disagree) to show the need for qualification.
  - Explain to students what constitutes sufficient and valid evidence and model using a text example. Sustain focus on supporting claims with evidence.
  - After students give evidence for responses, ask other groups for additional evidence that support a particular decision or count against it.
  - Finally, have students reflect on changes in their understanding that resulted from the reading and discussion. Reflection and whole-group discussion help students synthesize ideas and address misconceptions related to the statements.
- To integrate technology:
  - Use clickers to display student responses on a screen, discuss the class trends in thinking, and revisit after the lesson to look for any changes in opinion.
  - Ask students to use a file-sharing platform, such as Google Docs, to share their responses with classmates.

![AVID logo - Proven Achievement. Lifelong Advantage.]

Anticipation Guide: Before/After Reading

Name: _____ **Date:** _____

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

5.4 Visualization Strategies

Student Objective

Students will create representations during reading of the sensory images, feelings, and emotions prompted by the text.

Overview

The act of making visualizations in the mind and connecting emotions makes the text come alive for the reader. The ability to visualize keeps the reader engaged and assists with making inferences, and increases retention of information.

Materials/Set-Up

- Texts selected for rich imagery (including poetry)
- Big books to share or projections from books for viewing by whole class
- Colored pencils, markers, or crayons
- Age-appropriate movie trailer

Instructional Steps

- Choose a reading passage or poem with rich language to read aloud.
- Have students identify examples of books that have been made into movies, and then discuss the differences between reading the book and watching the movie.
- Consider showing an age-appropriate movie trailer to spark creativity in students.
- Ask students to create a movie inside of their heads as the book is read aloud. They may want to close their eyes to help with the visualization.
- Pause and ask students to share the details of the movie that they are visualizing in partners, and then as a whole group.
- Allow students to discuss how the author uses the five senses to create images.
- Follow up by asking students to sketch various scenes from the reading.
- Conduct a gallery walk and ask students to notice the variety of images.
- Introduce a new text (e.g., poetry with rich images) and ask students to use different mediums for their illustrations (e.g., pastels, watercolors, colored pencils, markers, and pencils). Conduct a gallery walk and use sticky notes to make comments about the feeling that the images create.

To adapt this lesson for primary classes:
- Choose a picture book to read aloud and skip pages of the story.
- Ask students to illustrate the missing parts of the story. Prompt them to think about what the story sounds like, feels like, looks like, tastes like, and smells like.
- Partner students to compare pictures and discuss the images that they created based on evidence from the story.
- Move on to reading aloud several short text passages with many sensory images.
- Model an illustration of the first text passage and think aloud about what was illustrated.
- Provide sketch paper for students to create pictures based on the passage.
- Ask students to independently illustrate a section and share their images and ideas with partners.
- Conduct a gallery walk so that students can view all of the ideas and images created for the same text.
- Using another text, have students role play action from the text and create dioramas to reflect a setting and characters.
- Give small groups a different section of the text (words only) and have them create an illustration based on how they visualize the text in their heads.
  - This book can be published for the classroom library.

Extension

- To increase rigor:
  - Explain to students that visualizing helps with comprehending and retaining different types of texts, which also applies across different subject areas.
    - English: Create a picture of the fictional characters, the setting, and the action of the story.
    - Math: Visualize, with the aid of diagrams, the parts of the word problem to better understand and illustrate the steps in the solution.
    - Science: Visualize, with the aid of diagrams, the steps in the procedure, the equipment required, and inferences about what the results might be.
    - Social Studies: Visualize the clothing, the setting of the time period, and the emotions evoked by historical or cultural events.
  - Ask students to create a picture book for younger students based on a text without illustrations. They can share with a book buddy and add the picture book to the classroom library.
  - Ask students to create a book with no words based on a published piece (e.g., a memoir, science fiction, or fantasy piece). Ask them to look for sensory details in their writing by getting together with one partner reading and the other visualizing the scene. The listening partner draws images that they see when visualizing the words. These illustrations can be added to the newly created book and displayed for the class.

5.5 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

This strategy is designed to promote active reading by asking students to number paragraphs, circle key terms, and underline the author's claims or relevant information. The purpose for reading will determine what is marked, and the marking method should be kept the same to promote consistency in the use of this technique across subject areas. This form of text marking makes the information easier to locate for a discussion, Socratic Seminar, or writing task. Once paragraphs are numbered, it makes referring to evidence in discussion with others less time-consuming.

Materials/Set-Up

- Student Handout:
  - 5.5a: Marking the Text Info Sheet
- Selected text for the purpose of the lesson and copied to allow students to mark
- Pencils

Instructional Steps

- Utilizing projected text or an enlarged, posted text passage:
  - Model for students how to number paragraphs (or lines, if using a short text passage or poem).
  - Number each paragraph sequentially, placing the number to the left of the beginning of the paragraph or indention. Circle the number.
  - Circle key terms, numbers (for a math problem), names, places, or dates, depending on the purpose for marking the text.
    - Key terms can include definitions, repeated ideas, the main concept or theme, or a unique word.
- Underline author's claims or relevant information.
  - Claims are the author's statement or argument that has evidence to back it up.
  - Relevant information can be data, descriptions, explanations, evidence, or examples.

To adapt this lesson for primary classes:
- Model during a read-aloud and show students how and why the reader can mark the text.
- Keep the content simple and familiar to start, perhaps using a familiar fairy tale, song, or poem.
- Ask students to work in partners in order to mark text together and discuss reasons for marking words and ideas.
- Have students display markings done on the same text and conduct a gallery walk to notice common themes.

Extension
- To increase rigor, ask different groups to come up with a theme for marking the text, share that theme, and then ask others to guess the purpose of the markings. Repeat this process, showing many purposes for marking. Continue having individuals choose from a hat a different purpose for marking and conclude with a gallery walk (e.g., with a theme of parts of speech, adjectives could be underlined in green, verbs could be circled in red, and nouns could be highlighted in yellow).
- To integrate technology, download a free app, such as Skitch (any picture of text or screen shot can be marked up), and use it to demonstrate on an interactive whiteboard various methods for marking the text. Use tablets or classroom computers to allow students to mark text using this application. Post examples for display and discuss various ways to mark text.

Marking the text is a strategy used by the Department of Rhetoric and Writing Studies at SDSU.

Marking the Text Info Sheet

Name: _____   **Date:** _____

Number the paragraphs.

Take a moment to number the paragraphs. Write the number near the paragraph indention and circle the number.

Circle key terms and other essential words or numbers.

You might circle:

Important ideas

Vocabulary

Names

Dates

Numbers

Underline the author's claims and other important information.

You might underline:

Central claims

Evidence

Facts about the person

Descriptions

Explanations

Definitions

Assign a color-coding system to highlight the text.

A color-coding system might be:

Green = Main idea

Yellow = Important detail

Pink = Confusing word or idea

Blue = Discuss this further

5.6 F–L–I–P Strategy

Student Objective

Students will analyze a new text to determine the difficulty level and apply knowledge of text features and strategies to comprehend challenging expository text.

Overview

This strategy can be used to help students choose a text or enhance comprehension of a challenging text in a content area. Students take notes after scanning the text to anticipate any difficult language or concepts. The format for analysis is Friendliness, Language, Interest, and Prior Knowledge (F–L–I–P) (Schumm & Mangrum, 1991).

Materials/Set-Up

- Student Handouts:
  - 5.6a: F–L–I–P Strategy Chart
  - 5.6c: F–L–I–P Strategy Chart with Reflection
- Teacher Resources:
  - 5.6b: F–L–I–P Strategy Sample
  - 5.6d: F–L–I–P Strategy With Reflection Sample
- Chart paper, for the pre-made F–L–I–P poster, which serves as a model of the strategy

Instructional Steps

- Set up a piece of chart paper or use a prepared poster with the letters F–L–I–P arranged vertically down the left side of a three-column format. Write the words Friendliness, Language, Interest, and Prior Knowledge in the second column. In the third column, ask students to consider the following tasks and questions:
  - **Friendliness**: Are the text features helpful to the reader? Does it include highlighting, bold headings, pictures, charts, or graphs? If so, what do these features communicate to the reader?
  - **Language**: Are there many words in the reading that are difficult to understand? List some of those words and explore the meanings.
  - **Interest**: How and why does the text grab your interest?
  - **Prior Knowledge**: What do I already know about this topic? What connections can I make to my experience or other texts as I preview the reading?

- Present these strategies to the whole class by modeling the use of these questions and tasks, and recording your responses on a chart for students to view as you think aloud as the reader of a complex text.
- Allow students to complete either Student Handout 5.6a: F–L–I–P Strategy Chart or Student Handout 5.6c: F–L–I–P Strategy Chart With Reflection independently, and then compare notes with partners.
- Ask students to improve on their work by getting ideas from partners or from discussion among the whole group.

To adapt this lesson for primary classes:
- The K–W–L strategy can be used with primary students for the same purpose as the F–L–I–P strategy and be introduced one element at a time.
- The teacher can use the F-L-I-P strategy as a teaching tool when previewing or doing close reading of a complex piece of text.

Extension

- To increase rigor, ask students to take turns facilitating this discussion in their reading group as they approach a complex expository text.
- To increase scaffolding, use the F–L–I–P strategy for a small-group discussion, led by the teacher, to allow for extensive conversation prior to writing.

F–L–I–P Strategy Chart

Name: _____   **Date:** _____

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

F-L-I-P Strategy Chart Sample

F	**F**riendliness	How friendly is the text? Does it use highlighting, charts, graphs, headings? *The text was friendly and used headings and italics to highlight information.*
L	**L**anguage	How difficult is the language? Is it full of new vocabulary and formal language? *There were only a few words that I had to look up in a dictionary.*
I	**I**nterest	How interesting is the topic? Does it appeal to the senses? Is it visually pleasing? *The topic of princes and princesses is very interesting and is visually pleasing.*
P	**P**rior knowledge	What do I already know about this topic? Do I remember concepts, ideas, or visuals when I preview the text? *I know quite a bit about the topic from fairy tales I read growing up, and I remember the info about castles and royalty.*

F–L–I–P Strategy With Reflection

Name: _____   **Date:** _____

F	**F**riendliness	How friendly is the text? Does it use highlighting, charts, graphs, headings?
L	**L**anguage	How difficult is the language? Is it full of new vocabulary and formal language?
I	**I**nterest	How interesting is the topic? Does it appeal to the senses? Is it visually pleasing?
P	**P**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-L-I-P Strategy With Reflection Sample

Name: _Kenny_   **Date:** _March 14_

F	**F**riendliness	How friendly is the text? Does it use highlighting, charts, graphs, headings?
L	**L**anguage	How difficult is the language? Is it full of new vocabulary and formal language?
I	**I**nterest	How interesting is the topic? Does it appeal to the senses? Is it visually pleasing?
P	**P**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?

I needed a dictionary for a few of the words in the text. Additional clarification

about the time period would also help out. Finally, being able to collaborate with

a Study Buddy on the ideas in the text that I struggled with would be helpful.

5.7 Claims, Evidence, and Reasoning Frame

Student Objective

Students will make a claim, cite evidence, and interpret meaning, based on the data or texts.

Overview

Students who are required to justify their claims with evidence and reasoning begin to understand how to interpret text and data in talking and writing about their thinking. Teachers can help them see the difference between this type of analysis and using only their personal experiences and opinions as a critical reading skill.

Materials/Set-Up

- Teacher Resource:
  - 5.7a: Claims, Evidence, and Reasoning: Key Terms and Examples
- Pencil, markers, crayons, or pens
- A notebook or binder for learning journals
- Student exemplar or teacher-prepared model
- Sentence Frames: I claim _____. My evidence is _____ because _____.

Instructional Steps

- Pose a question that students will be attempting to answer using evidence from the data that they collect from an experiment or from texts.
- Ask students to work with partners to collect data and record information in their notes or a graphic organizer.
- Model for the students the process of developing a claim, which is a statement or answer to the question or problem posed. Elicit student ideas and help them to revise as appropriate using an interactive writing format.
- Ask students to work in triads using the sentence stem to practice making claims. Record claims on worksheets, and then transfer the claim that each group decides is best to answer the question onto a whiteboard or chart paper. Assist in revising ideas as a whole group in order to create one claim to answer the question.
- Ask triads to go back and highlight, using a specific color (e.g., highlight in yellow) evidence that they are using to justify their claim.
- Invite each group to share the evidence they highlighted and chart this for the class. Ask each group why they selected that evidence.
- Utilize a rubric for appropriate and sufficient evidence to judge the quality of the evidence presented.

To adapt this lesson for primary classes:

- Allow students time for discussion about their learning, why they need to learn specific academic language, and how they are learning.
- Discussion serves as a rehearsal for writing and helps to develop confidence prior to writing.
- Ask students to sketch or draw their ideas and include letters, words, and/or phrases.
- Provide sentence stems with increasing language demands.
- Students may record thoughts verbally to be saved and reviewed over time.
- Teacher can continue to model the collective journal and keep it visible over time so that students can contribute to it.

Extension

- To increase rigor, conduct a new experiment or read new texts and let students do this process in triads with fewer scaffolds.
  - Ask each student to make a claim with evidence individually first by sharing thoughts with a partner and by writing up the claim and evidence.
  - To increase rigor, ask the students to explain the scientific reasoning behind the claim and evidence they have used to answer their question. The reasoning connects and shows why the data count as evidence by using appropriate and sufficient scientific principles. Reasoning uses principles to help tell the story.
  - Rebuttal can be introduced to students and modeled by the teacher to describe alternative explanations and provide counterevidence and counter-reasoning for why the alternative explanation is not appropriate.
- To integrate technology, ask students to create an ongoing blog or Google document with graphs using technology and imported photos.

Claims, Evidence, and Reasoning: Key Terms and Examples

Question: a query about a key theme or science experiment

Claim: a statement that answers a question

Evidence: data that supports a claim

Reasoning: a logical and/or scientific explanation of why evidence supports a claim

Rebuttal: use of alternative evidence to deny a claim and use of counterexamples to argue against a claim, evidence, and reasoning

Example for Text Reading or Read-Aloud

Question: Was it wrong for Goldilocks to break into the house of the three bears?

Claim: It was wrong for Goldilocks to break into the house of the three bears.

Evidence: She broke things in the house and surprised the bears by the destruction when they came home.

Reasoning: We have laws that keep people from entering other people's houses without permission, and it is not polite.

Rebuttal: Goldilocks was in a difficult situation because she was lost and hungry. She needed to do what she did to stay alive, and that is more important than breaking some furniture.

Example for Text Reading or Read-Aloud

Question: Do plants respond to light by moving?

Claim: Plants move as they grow to get closer to light coming from the window.

Evidence: [Pictures of the plant each day as it changes over time or before-and-after pictures/drawings]

Reasoning: Plants need light to live and will adapt to grow closer to the source of light.

5.8 Writing in the Margins

Student Objective

Students will analyze and interact with a text, using either notes in the margins or sticky notes to make comments and raise questions in preparation for discussion or writing tasks.

Overview

Writing in the margins challenges students to think about and clarify ideas in a text as they read. The focus for the notes in the margin depends on the purpose for reading and what will follow (e.g., discussions or writing assignments). This practice is often included in close reading and other critical reading strategies. Notes in the margins can be used to engage with the reading when the student has a copy of the text that they can keep. Otherwise, sticky notes offer a way to mark a text and can be easily removed for subsequent readers. Sticky notes also have an additional benefit in that pages can be tabbed and color-coding can be used to signal different kinds of thinking. When the notes are removed, they can be placed on plain paper to serve as a record of a student's thinking throughout the text. The teacher can use the collected notes as an assessment of learning.

Materials/Set-Up

- Student Handouts:
  - 5.8a: Writing in the Margins: Six Comprehension Strategies
  - 5.8b: Marking the Text Ideas
  - 5.8c: Connecting Ideas When Writing in the Margins
- Display of text, using poster-sized text, big book, document camera, or electronic display
- Sticky notes, highlighters, and/or pencils

Instructional Steps

- Distribute the following Student Handouts: 5.8a: Writing in the Margins: Six Comprehension Strategies, 5.8b: Marking the Text Ideas, 5.8c: Connecting Ideas When Writing in the Margins, which will serve as resources for students as they gain familiarity with writing in the margins.
- Sticky notes containing thoughts and wonderings, as well as hand-written notes in the margins, can be used during reading to provide a means of making visible the inner conversation that the reader has with the text while reading it.
  - The notes can be used to stimulate discussion and debate, to prepare for a presentation or a report, and to set goals for improving vocabulary comprehension.
- Copy a text and enlarge it to demonstrate and think aloud while writing in the margins or using sticky notes.
- Think aloud and demonstrate the method that you are teaching with symbols and/or words in the margins or on sticky notes.
- Ask students to work in partners, and then individually, to duplicate the process that they are learning.
- Ask students to share strategies and use these notes for discussion or writing assignments.

- Symbol ideas for writing in the margins should be posted on a chart in the classroom. A few suggested symbols are included below:
    - lol = funny part
    - ! = surprise
    - ? = "I have a question about this word or section"
    - * = main idea/theme
    - ♥ = favorite part

To adapt this lesson for primary classes:
- Introduce using notes in the margins or sticky notes, with extensive teacher modeling and think-aloud demonstrations.
- Use during a read-aloud to show the class how to apply the strategy. Choose a focus of fewer features (i.e., start with one, move to two, then proceed to three).
- Introduce during small group or guided reading lessons using sticky notes to mark areas for discussion based on the focus of the lesson. Ideas include evidence to support a prediction, main idea of a story, words that are tricky or confusing, description of the main character, description of setting, etc.
- Ask students to mark areas for discussion with others: "I think…" or "I'm confused about…."
- Create connections to discuss after reading.
- Use Student Handout emonstrate the strategy of Text-to-Self, Text-to-Text, and Text-to-World while doing a read-aloud of a familiar text (Keene & Zimmerman, 2007).
- Use a hand signal (e.g., students interlocking their index fingers and holding them up) to indicate that they have a connection during the read-aloud.
- Prompt students to talk about whether their connection is to self, another text, or the world.
- Keep a list of connections on a chart that students can refer to, and then categorize for the students the type of connection that each shows.
- After many repetitions of this connection strategy during read-aloud, ask students to begin writing in the margins while they are reading a text to indicate the type of connection.
- Ask students to discuss with a partner and later write a sentence about what the connection is from the reading.

Extension
- To increase rigor, when reading difficult passages from technical texts, have students summarize what is being stated in notes—referring to page and paragraph numbers—or use a sticky note that marks the page to refer to later and share in discussion.

Writing in the Margins: Six Comprehension Strategies

This table, adapted from *Critical Reading: Deep Reading Strategies for Expository Texts Teacher Guide,* 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 two- or three-column notes.

Name: _____   **Date:** _____

Visualize

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.

When visualizing, ask:
- What does this look like?
- How can I draw this concept/idea?
- What visual and/or symbol best represents this idea?

Summarize

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.

When summarizing, ask:
- What is this paragraph/section about?
- What is the author doing in this paragraph/section?
- What key terms and/or ideas should be included?

Clarify

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.

To clarify information, ask:
- What terms are important here and what do they mean?
- What do I need to reread to make sure I understand?
- What are the important ideas here and how do I know they are important?
- What can I paraphrase or summarize to see if I understand what the author is saying?
- What examples of figurative language do I need to figure out?

Connect

Make connections within the reading to your own life and to the world. Making connections will improve your comprehension of the text.

To make connections, ask:
- How does this relate to me?
- What does this remind me of?
- What does this make me think about?
- How does this idea relate to other ideas in the text and to other texts?
- How does this relate to the world?

Respond

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.

When responding, ask:
- What is interesting to me and why?
- How is the author using language or images in interesting ways?
- How do I feel about the ideas here? (Link to emotions.)
- What do I agree or disagree with?
- What is the author trying to convince me of?
- What facts, data and other evidence is the author using and do they persuade me?

Question

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.

When responding, ask:
- What am I confused about?
- How would I explain the important ideas?
- Do I understand what the author is saying?
- Do I understand what the author is doing?
- What questions would I like to ask the author?
- What does this make me question about my life or world?
- What questions do I have about how the author wrote this piece?

Marking the Text Ideas

Name: _____ Date: _____

Information Text Ideas (to be captured in margins or with sticky notes)

- (Clarify) Mark numbers in a sequence for steps in a procedure in math or science
- (Clarify) Identify facts versus opinions
- (Clarify) Find examples of…
- (Clarify) Key words related to the topic that are unfamiliar
- (Clarify) Text features and what they mean
- (Connect) Find evidence for compare/contrast of two or more concepts
- (Connect) Identify cause/effect, problem/solutions, compare/contrast, and claim/evidence relationships
- (Visualize) Descriptive words or phrases to illustrate
- (Visualize) A visual or symbol that best represents the idea
- (Summarize) Summarize main idea in your own words
- (Question) With what do I agree/disagree?
- (Question) Thus far, what do I understand?

Fiction Text Ideas

- (Summarize) Main idea, theme, lessons learned, change of setting, change of character, etc.
- (Respond) Something that surprised you
- (Respond) Sad part and why it is sad
- (Respond) Funny part and why it is funny
- (Clarify) Prediction of what will happen as a result of an event
- (Visualize) Descriptive phrases or words that you can illustrate
- (Clarify) Figurative language, parts of speech, interesting words that mean the same thing
- (Clarify) Climax or turning point in the plot
- (Respond) Development of a specific character, setting, theme, author's perspective or point of view, and tone of the author/character
- (Connect) Compare/contrast the text elements to a familiar text, to self, or to the world

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Connecting Ideas When Writing in the Margins

Name: _____ **Date:** _____

Text to Self

Text-to-Self = TS

Connect what you are reading to something from your life.

- "This reminds me of something that happened to me because…"
- "I felt like this character when…"

Text to Text

Text-to-Text = TT

Connect what you are reading to another story or text that you have read.

- "This book reminds me of _____ because they both _____."
- "This character makes me think of _____ from _____ because _____."
- "This theme reminds me of _____ because they both _____."
- "This author reminds me of _____ because they both _____."

Text to World

Text-to-World = TW

Connect what you are reading to something in the world.

- "This reminds me of something that I heard on _____ because _____."
- "This reminds me of something that my _____ talked about because _____."

5.9 | Summarize and Synthesize Strategies

Student Objective

Students will synthesize the gist or main idea of an assigned text.

Overview

The skill of summarizing begins with retelling in the primary grades, focusing first on the main ideas and the beginning, middle, and end of the story. The ability of the reader to summarize develops by synthesizing the important details into a concise verbal or written product that highlights the writer's purpose and sequential unfolding of ideas or points.

Materials/Set-Up

- Student Handouts:
    - 5.9a: Summarizing and Synthesizing Fiction Texts
    - 5.9b: Summarizing and Synthesizing Fiction Texts for Primary Level
    - 5.9c: Summarizing and Synthesizing Non-Fiction Texts
- Previously read text, familiar class text, or AVID Elementary Weekly article
- Projection screen or whiteboard, for teacher modeling
- Chart paper for posting
- Multiple copies of a short piece of text

Instructional Steps

- Explain that when we read to get the gist or main idea, we want to find the most important information and synthesize that info into our own words. This means that we think about the ideas and put them all together.
- When deciding how to summarize, we first decide what kind of reading we are doing, either fiction (narrative) or non-fiction.
- Show students structures that support summarizing various types of text and use both think-aloud and demonstration to teach this skill.
- Demonstrate doing a summary of a written passage by taking out material that is not important (this can be crossed out). Take out information or words that are repeated. List main ideas that remain. Look at remaining ideas and replace with a larger idea using paraphrasing. Find a topic sentence or create one of your own.

Fiction Texts

- Create five rows on chart paper and provide a two-column notes template, with the following headings: Somebody, Wanted, But, So, and Then.
- First, read aloud a familiar story and ask students to complete the chart by writing a statement for each section. Model by demonstrating answers to the following questions about the text:
    - Somebody (Who is the main character in the story?)
    - Wanted (What is the main character's goal?)
    - But (What is the conflict or the problem getting in the way of the character's goal?)
    - So (How did the character try to solve the problem?)
    - Then (What was the resolution?)

- Distribute Student Handout 5.9a: Summarizing and Synthesizing Fiction Texts, and after reading a short book or section of fiction text, ask students to discuss with a partner the questions on the handout. Provide sentence stems on a prepared chart to support use of academic language.
- Follow up by asking students to write their summaries after the partner discussion.
- Finally, have students share and make comments on each other's summary of the story, perhaps using small groups or a gallery walk format.
- Expect students to use this format to summarize (both verbally and in writing) short stories, movies, and plays.

Non-Fiction Texts

- Model for students at least two structures for summarizing the facts.
- Present the following two-column note structures and use each to summarize a short article from a children's magazine, a newspaper article, or an AVID Elementary Weekly article:
  - Name: Name of article or type of writing
  - Author: Use the author's name and/or the name of the publication.
  - Action: Use a verb like: claims, explains, persuades, asks, entertains, etc.
  - Gist: Finish the sentence with the main idea, point, or the gist of the text.
- Present the reporting structure for summarizing and note-taking, 5 W's and an H: Who? What? When? Where? Why? How?
- Distribute Student Handout 5.9c: Summarizing and Synthesizing Non-Fiction Texts and have students complete it for a selected non-fiction text.

To adapt this lesson for primary classes:

- Choose a familiar story or text, such as a fairy tale.
- Start by modeling a retelling that shows a sequence of events, with a beginning, middle, and end of the story.
- Stop at key points during a read-aloud and have students turn to a partner and talk about how the story begins, what happens in the middle, or how the story ends.
- Ask them to draw the parts of the story and post pictures on charts labeled: Beginning, Middle, and Ending.
- When using the Somebody, Wanted, But, So, Then structure, use a glove with the cue words written on each finger. Gesture using the glove when recounting the summary and allow students to take turns wearing the glove as they practice summarizing. Student Handout 5.9b: Summarizing and Synthesizing Fiction Texts for Primary Level can also be provided to students to complete.

Extension

- To increase rigor, consider demonstrating techniques for various genres with more specific techniques.
  - Have students determine the main idea of a non-fiction text by utilizing inquiry and inference from the title, subheadings, and a browse of the text in search of the gist.
  - Ask them to find and underline topic sentences and find key words that they want to include in their summary (circle key words).
  - Demonstrate how to paraphrase what a fiction text is about and what the author is saying/doing.

Summarizing and Synthesizing Fiction Texts

Name: _____ Date: _____

Key Information	Notes
Somebody (Who is the main character in the story?)	
W**anted** (What is the main character's goal?)	
But (What is the conflict or problem getting in the way of the character's goal?)	
So (How did the character try to solve the problem?)	
Then (What was the resolution?)	

Summary:

Summarizing and Synthesizing Fiction Texts for Primary Level

Name: _____ **Date:** _____

Wanted: _____

But: _____

So: _____

Then: _____

Somebody: _____
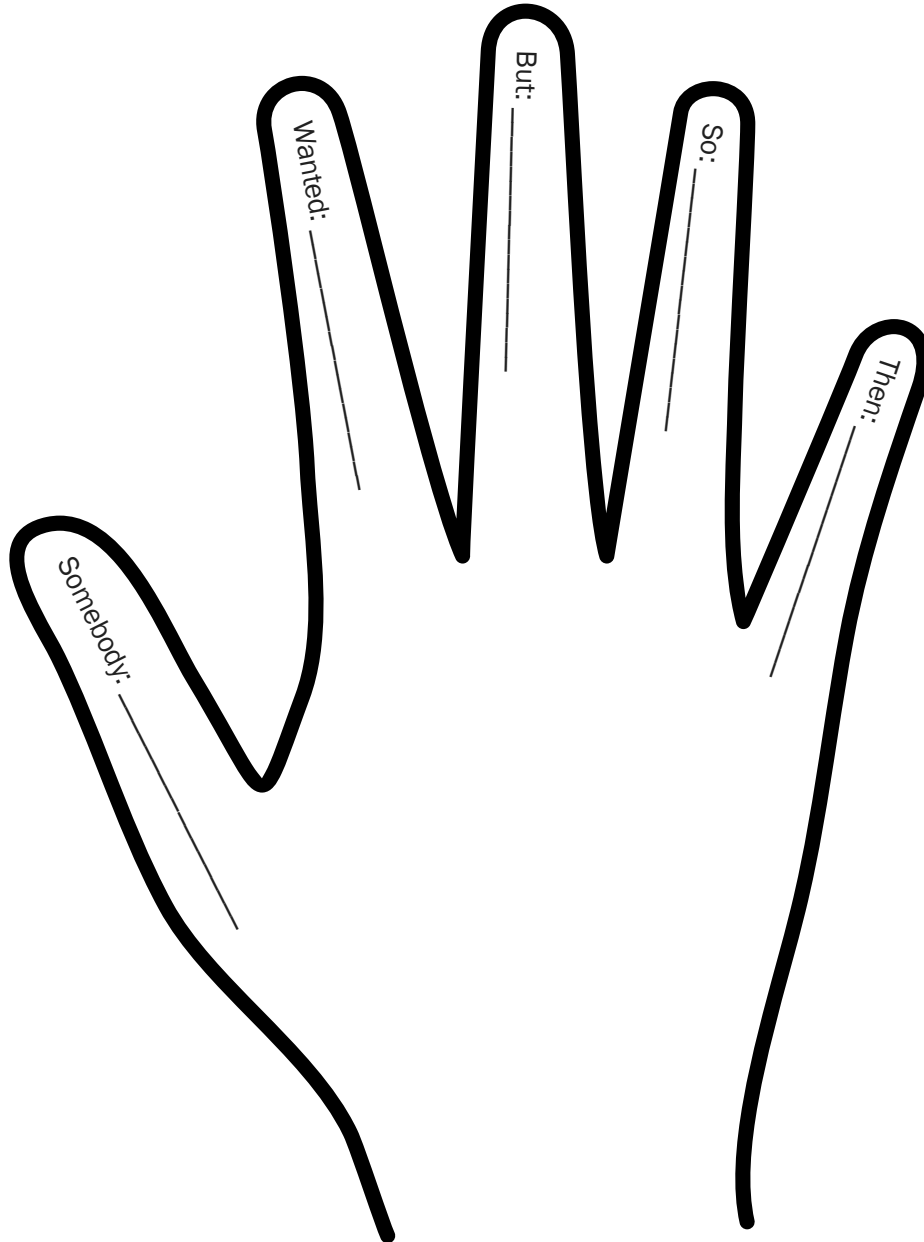
Summarizing and Synthesizing Non-Fiction Texts

Name: _____ Date: _____

Three-Part Source Integration

Name: Name of article or type of writing	
Author: Use the author's name and/or the name of the publication.	
Action: Use a verb like: claims, explains, persuades, asks, entertains, etc.	
Gist: Finish the sentence with the main idea, point, or gist of the text.	

_____ _____ _____
[Author]   [Action]   [Gist]

_____
[Gist, continued]

Questions		Facts
Who?		
What?		
When?		
Where?		
Why?		
How?		

Summary:

5.10 Charting the Text

Student Objective

Students will analyze a text by categorizing various portions of the text (from a paragraph level to a line by line) to identify what the author is saying and how the author uses language techniques.

Overview

Charting larger ideas in the text can help the reader recognize the purpose of the text, understand the big picture, and surmise how the author put the piece together. Charting helps guide students in identifying relationships among ideas in the text, seeing the author's intent in making rhetorical choices, and understanding the structure of the arguments. Charting smaller parts of the text encourages readers to look closely at a text and to focus on tasks asked for in prompts.

Materials/Set-Up

- Teacher Resource:
  - 5.10a: Charting the Text Worksheet
- Exemplar of a completed chart, to be projected for all students to see
- Anchor charts to explain the strategies or techniques for the focus

Instructional Steps

- Show a text to the class with the paragraphs (or lines in poetry) numbered.
- Label the paragraphs according to what the author is saying (the meaning of the text) and doing (what literary devices the author is using in the text).
- Ask students to Think–Pair–Share about each paragraph or line.
- Discuss differences in interpretation with the whole group.
- Review Teacher Resource 5.10a: Charting the Text Worksheet.
  - Consider posting a text excerpt or passage that students will write down in the "Text or Passage" column.
- Ask students to work in partners to chart a new text together.
  - Have students write in the "What is the author saying…" column what the content is and the meaning of the text or passage.
  - Have students write in the "What is the author doing…" column what the author's purpose in writing this section of text.
- Combine this strategy with writing in the margins and close reading.
- Elements of charting the text include the following:
  - Identifying text features
  - Identifying author's purpose (persuade, inform, entertain, narrate, describe, etc.)
  - Becoming familiar with writing techniques (claims/evidence, compare/contrast, sequence of events)
  - Learning to recognize clues about specific genre (fantasy, fable, myth, legend, fairy tale, historical fiction, etc.)

To adapt this lesson for primary classes:

- Select a text with short paragraphs or start with a poem.
- Model during read-aloud time.
- Ask students to talk about where certain events or characters are introduced in the text and have them practice using a pointer with a big book, poster, chart of the text, or projected text.
- Move from this act of pointing to having students use the number of the paragraph or line to talk about text evidence.

Extension

- To increase rigor:
  - Ask students to identify specific rhetorical choices and strategic moves made by the author throughout a text.
  - Ask students to find parts of the text that seem to work together to make a point or argument. Have students draw lines between sections and label each one with one of the categories: making a claim, supporting a claim, rebutting, providing a counterclaim, describing background or context, and illustrating with personal anecdote.

Charting the Text Worksheet

Name: _____ Date: _____

When we refer to what an author is saying, we are generally concerned with the "what." Under the "What is the author saying…" column, focus on the actual meaning of the content in a paragraph. When we refer to what an author is doing, we are interested in the author's actions. Under the "What is the author doing…" column, we focus on the deliberate choices that authors make when constructing meaningful paragraphs.

¶	What is the author saying in the text?	Text or Passage	What is the author doing in the text?
(s)	Here are some questions that you should ask: What is this section about?	Examples of what you could write:	Here are some examples of what authors do:
	What is the content?	A quote from the text:	Giving an example…
	What did I learn from this paragraph?	A significant passage:	Interpreting data…
	What information is being presented?		Sharing an anecdote…
			Summarizing information…
			Reflecting on a process…

5.11 Close Reading

Student Objective

Students will develop critical thinking skills through multiple readings of a complex text. Each reading will have a different focus for deepening comprehension. Examples include key details, academic vocabulary, text structure, author's purpose, inferring, and forming arguments.

Overview

Close reading means reading to uncover layers of meaning that lead to deep comprehension. Teachers should prepare text-dependent questions in advance of the reading using Costa's levels to facilitate higher level thinking in students. Text-dependent questions are questions that can only be answered by referring to the text. This is in contrast to students using prior knowledge or personal connections to answer questions. The text used for close reading should be short, tied to the unit of study, and copied to allow students to number paragraphs and mark the text.

Materials/Set-Up

- Teacher Resources:
    - 5.11a: Text-Dependent Questions
    - 5.11b: Questions for Close Reading
    - 5.11c: First, Second, and Third Readings
    - 5.11d: Reader's Workshop Mini-Lesson: Analyzing the Author's Tone
    - 5.11e: Charting the Text With Close Reading Samples
- Big book of text or projection for displaying text
- Markers, pencils, and sticky notes
- Prior to the activity, copy a short text to be read multiple times.
    - Literature texts to consider for close reading include picture books, poems, fables, folktales, legends, myths, poetry, scenes from plays, and short stories. Expository texts to consider include children's magazine issues, short articles, blogs from the Internet, biographies, personal narratives, primary source documents like speeches, and AVID Elementary Weekly articles.

Instructional Steps

- Select a short and complex text for the lesson that fits the current unit of study.
- Reference Teacher Resource 5.11d: Reader's Workshop Mini-Lesson: Analyzing the Author's Tone.
- Use Teacher Resource 5.11a: Text-Dependent Questions to create text-dependent questions that guide students toward the intended deeper understanding of the text.
- Provide copies of the text for individual students to read and mark.
- Project the text or use a big book to model the close-reading steps.
- Provide scaffolding for any students who might have difficulty with the complex text by pairing them with a reading buddy.
- Limit pre-reading activities, such as previewing the text or vocabulary teaching, so that students are empowered to learn how to independently approach a difficult text.

- Engage in a teacher-led read-aloud of the text or parts of the text to teach the process.
- Use the prepared text-dependent questions to start the analysis at a concrete level, moving toward higher level activities with each reread of the text.
- Provide questions for discussion in small groups that are text-focused.
    - This is not a time for personal connections.
- Ask students to write about the text, either through filling in graphic organizers or in response to writing prompts, using complete sentences or paragraphs.
- Using a fable as an example, the following actions demonstrate the First, Second, and Third Reading outlined in Teacher Resource 5.11c:
    - Ask students to read the first time to get the gist of the text and give them a prompt for a quickwrite.
    - Read the text, modeling a think-aloud about the text information and demonstrating marking the text by highlighting text evidence in two different colors to show character distinction.
    - Ask students to discuss the main lesson or moral of the story. Follow up with students illustrating and writing about the lesson to be learned.

To adapt this lesson for primary classes:
- Use a read-aloud and model the thinking of asking and answering text-dependent questions.
- Teach the students to act like detectives looking for evidence in the text.
- Utilize color-coding and sticky notes with pictures to mark the text.
- Break text into paragraphs or sentences and analyze in sections.
- Pair students with a buddy.
- Read the text together chorally.
- Visit the *AVID Elementary Foundations: A Schoolwide Implementation Resource* webpage on MyAVID for a close reading example of *The Star Bellied Sneetches* by Dr. Seuss.

Extension
- To increase rigor, utilize the close reading strategy for several days, ramping up expectations daily. See Teacher Resource 5.11d: Reader's Workshop Mini-Lesson: Analyzing the Author's Tone for an example.

Text-Dependent Questions

Word
- Why does the author say/use (word choice) to illustrate his/her 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/quotes/anecdotes/data to support his/her proposition/main idea?
- Which paragraph has the most impact or 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 his/her 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…?

Questions for Close Reading

Fiction Questions

- How did the author organize the text?

- Providing specific support, how do the characters change over time?

- Why is the setting important to the story?

- What is the plot type of the story?

- What was the author's stance?

- What literary devices and language were important to the theme of the story?

Non-Fiction Questions

- What is the quality of the evidence?

- How do the text features contribute to the meaning?

- Why did the author choose a particular word?

- What was the author's point?

- How does this text connect to other texts that I know?

First, Second, and Third Readings

First Reading: What does it say?

- Ask/answer questions.

- Describe the characters and the plot.

- Retell the story to a partner.

- Summarize the theme or main idea.

Second Reading: How does the text work?

- Pose specific text-dependent questions about:
  - Author's purpose (e.g., persuade, inform, or entertain)
  - Use of dialogue
  - Story structure or genre of writing
  - Point of view or author's perspective
  - Text features
  - Use of language

- How do you know?

- What in the text tells you that?

- What's the evidence?

Third Reading: What does the text mean?

- Compare/contrast to other stories or articles.

- Find evidence for claims.

- Synthesize lesson from the story or main point of the author.

- Explore theme or main message.

Reader's Workshop Mini-Lesson: Analyzing the Author's Tone Sample

Name: _____ Week of:_____

Article of the Week: "The Road Not Taken" by Robert Frost

Date	Tasks
Friday, 2/26	First draft of reading Vocabulary in context
Monday, 2/29	Second draft of reading Charting the macro-structure (organization features) Writing in the margins (What is the author saying?)
Tuesday, 3/1	Third draft of reading Writing in the margins (What is the author doing?)
Wednesday, 3/2	Fourth draft of reading Develop various levels of questions
Thursday, 3/3	Mini-lesson connection: Analyzing the tone and mood of the poem
Friday, 3/4	Reader's response: Writing off of a question
Monday, 3/7	Reread reader's response with three different pen colors, making track changes
Tuesday, 3/8	Socratic Seminar discussion

Charting the Text With Close Reading Samples

Line(s)	Graphic Representation	Meaning
And both that morning equally lay In leaves no step had trodden black.	ROAD #1 ROAD #2	The two roads look the same because the leaves are covering all the footsteps.
Oh, I kept the first for another day! Yet knowing how way leads on to way, I doubted if I should ever come back.	I want to be on the other road. THINK BUBBLE	one road could get you thinking to be on the other one.
shall be telling this with a sigh Somewhere ages and ages hence: Two roads diverged in a wood and I- took the one less traveled by, nd that has made all the difference.	by taking the road it made ROBERT a different person	by taking the road that hasn't been used by, it has made him a different person.

Line(s)	Graphic Representation	Meaning
And both that morning equally lay In leaves no step had trodden black.		The two paths were so similar because he went there early in the morning.
Oh, I kept the first for another day! Yet knowing how way leads on to way, I doubted if I should ever come back.	I choose Path 2!	He decided to go with Path 2 and Path one for another day without knowing where will it lead
shall be telling this with a sigh Somewhere ages and ages hence: Two roads diverged in a wood and I- took the one less traveled by, nd that has made all the difference.		when he gets older he'll be talking about this and see if this choice was a good one.

Vocabulary Building Strategies

One of the key reasons for extensive critical reading is to expand students' academic vocabulary, so they can access complex texts and ideas. The role of the teacher is to highlight key vocabulary central to comprehension of the author's message. Each subject area will have specific vocabulary that is necessary for students to explore and make their own. Robert Marzano and Debra Pickering (2005) underscored the importance of vocabulary study for all subjects when they observed, "The more terms a person knows about a given subject, the easier it is to understand—and learn—new information related to that subject. … When students have general knowledge of the terms that are important to content taught in school, they can be said to have the necessary academic background knowledge." The following vocabulary building strategies will be highlighted in this section:

• Word Walls
• List-Group-Label (a strategy to interact with Word Walls)
• Analyzing a New Idea
• Frayer Model for Vocabulary Development

5.12 Word Walls

Student Objective

Students will interact with a word wall to support spelling, vocabulary, subject reading, and subject writing.

Overview

A word wall (or word bank) is a collection of words displayed either alphabetically or in subject-specific clusters, in large visible letters on a wall or other display surface readily visible to students. The word wall is designed to be an interactive tool for students and contains a variety of words that can be used during writing and reading in any subject area.

Materials/Set-Up

- Teacher- or student-created words on cards
- Alphabet and anchor words
- Color-coded words and added graphics or pictures (e.g., verbs and nouns of different colors or prefixes/suffixes denoted by color change)
- Tape or magnets to attach words as they are added to the word wall

Instructional Steps

- Set up an area that is readily visible to the class with either alphabetical anchors or a subject-specific display area of key academic language for math, science, or social studies.
- Establish the process of adding words to the wall that are relevant for the lessons.
    - Either the teacher or students can add to the wall once a process is established.
- Grade-level sight words that are expected to be spelled correctly can be added to the word wall throughout the school year.
- Pictures, either from media resources or drawn by teachers/students, can also be added to the word wall.
- Point out the word wall as a resource during independent writing time.
- Ensure that students interact with the word wall words frequently, whether it be to affix a prefix or suffix, or to play word games.

To adapt this lesson for primary classes:

- Differentiate by reading levels and grade-level expectations.
- Use the word wall during independent reading time to point out words on the wall, or if reading level permits, have students read them to a partner.
- Use picture cues and/or graphic illustrations to highlight meaning.

Extension

- To increase rigor, students can maintain a personal word wall.

5.13 List-Group-Label

Student Objective

Students will label and categorize key words for a lesson or unit of study to build vocabulary knowledge.

Overview

During this vocabulary building strategy, students brainstorm a list of words that they consider relevant to the lesson, and then categorize the words showing key relationships. Students justify their lists and categories to each other, preparing for a whole-class discussion of the vocabulary. Categorizing vocabulary words activates prior knowledge, makes connections for the students, and fosters committing new vocabulary to memory.

Materials/Set-Up

- Chart paper, sticky notes, and/or index cards
- Markers and/or pencils

Instructional Steps

- Select an important concept from a class reading, lesson, or unit of study.
- **List:**
  - Have students brainstorm all of the words that they think relate to the topic.
  - Display student responses either on chart paper, sticky notes, or index cards.
  - Allow students to struggle with this work and make some mistakes.
  - Add words to the list to deepen student thinking.
- **Group:**
  - Divide the class into small groups. Groups sort words into categories based on important relationships.
  - Ask students to explain their reasoning for placing words together.
  - Groups may ask each other questions and change their grouping based on new learning.
- **Label:**
  - Invite students to suggest a category label for the groups of words. Students should give reasons for suggesting the groups and carry this forward into the justification for the label.
  - Discuss grouping strategies across small groups of students, and then facilitate a discussion with the whole class.
  - Correct any student misperceptions while debriefing the grouping strategies.
  - Suggested sentence stems are included below:
    - I placed these words together because…
    - These words are similar because…
    - The best label for this group of words is …

To adapt this lesson for primary classes:

- Use picture books or familiar stories to introduce this strategy.
- As students brainstorm words, write and read aloud the list of words generated, modeling the appropriate spelling and pronunciation for the students.
- Call attention to features of given words, such as root words or prefixes/suffixes or to clarify a word's meaning.
- Model the first example of how to do this with words familiar to the students (e.g., word wall words).
- Ask students to create their own drawings to accompany the words.
- Provide pre-established categories and have students categorize words, and then later, ask students to create the categories independently in a new lesson.
- Finally, facilitate partner and then whole-group discussions around the relationships between the words and categories. Ask students to explain why they grouped words together.

Extension

- To add rigor:
  - Ask students to return to their lists of words after they read the text or engage in the lesson and reevaluate their original thinking. Based on revisiting their work before the lesson, they may decide to add new key words to the list or change labels for the categories, delete items, or add new ones.
  - Add in some confusing terms to the list. If the students are unable to see how these newly introduced words fit, use this information to assess student thinking.
- To integrate technology, using a word processing program to list and categorize words.

5.14 Analyzing a New Idea

Student Objective

Students will use writing to reflect on learning by identifying novel ideas and constructing new meanings from those ideas for use in the future.

Overview

Analyzing a new idea requires interacting with the text by inferring, visualizing, and connecting to previous experiences. Inferring is using clues that the author gives to construct meaning. Students merge background knowledge with clues from the text when they make inferences. Visualizing involves creating mental images with all of the senses, connecting new learning to previous experiences, and cementing new learning in memory.

Materials/Set-Up

- Student Handouts:
    - 5.14a: Analyzing a New Idea Chart
    - 5.14c: Analyzing a New Idea Chart for Primary Level
- Teacher Resource:
    - 5.14b: Analyzing a New Idea Chart Sample
- Pencils, markers, crayons, or pens and an appropriate method for note-taking with prompts, paper, or sticky notes and chart paper
- Projection device or chart paper, for teacher modeling
- Electronic devices with file-saving capability, if using technology
- Student exemplar or teacher-prepared model

Instructional Steps

- Explain that good readers wonder about new information, ask questions, and make connections as they read.
- Read a selected text to students and ask them to jot down notes or make a sketch about any new main ideas. (Use sticky notes if you want to chart the ideas.)
- Track ideas using chart paper or a projection device, in order to model the processing for students, and utilize the following prompts:
    - What was the main idea or concept?
    - What did you understand and connect to right away?
    - How does this idea relate to what we have already learned inside or outside of class?
- Ask students to Think–Pair–Share after every prompt, and then write their ideas for each prompt on a sticky note.
- Collect sticky notes and organize them into categories under each question.
- Debrief why each category fits.
- Ask students to independently analyze new ideas after a read-aloud.

To adapt this lesson for primary classes:

- Invite students to visualize the new idea from a read-aloud by listening and picturing an idea from a poem, fiction text, or non-fiction text.
- Explain that good readers often get pictures in their heads when they are listening or reading, and this is called visualizing.
- Model sharing pictures as the reading progresses.
- Ask students to turn and talk with a partner about what they are seeing in their head after the read-aloud and how it connects to the text.
- After students draw on a sticky note what they picture from the text, ask them to share in a community circle one at a time.
- Track the different ideas and use sticky notes to classify answers and place them on a piece of chart paper for students to see.
- Ask students to notice differences in the pictures that they drew and discuss why it is important to connect to what they already know when they are exposed to a new idea or word.
- Debrief any connections to previous learning and chart any questions about the ideas that students share after they turn and talk.
- Students may also act out parts of the text for the group and explain why they chose that part of the text.
- Use sentence frames to provide scaffolding for student conversations and writing. Suggested sentence frames are included below:
  - The new idea that I learned about was _____.
  - This idea reminds me of _____.
  - The new idea of _____ connects to my learning from _____.
  - I drew my picture of _____ to show the connection between _____ and _____.
  - I think the new idea of _____ will be useful when I _____.

Extension

- To increase rigor:
  - Introduce more complex and challenging readings to be done with a partner, and eventually, independently.
  - Add two additional questions to the Think–Pair–Share portion of this activity: What questions do you still have about this new idea? How will you find more information about this idea (research online, ask another student, talk to the teacher, check the textbook or glossary)?
- To integrate technology, ask students to create an ongoing blog or document on Google Docs with their new ideas, using imported photos and clipart.

Analyzing a New Idea Chart

Name: _____   **Date:** _____

Information	Example	Connections

Analyzing a New Idea Chart Sample

Name: _____   **Date:** _____

Information	Example	Connections
• main idea • main concepts	• from the text • from discussions	• classroom • world
– *ground, movement of plates (Earth's surface)* – *fault = crack in the ground* – *Measured with Richter scale rating* – *CA is on the San Andreas fault*	– *caused freeways and buildings to collapse* – *"Our house was very badly damaged, and the entire room… detached from the rest of the house."*	– *on earthquakes around the world* – *Haiti and Chile have suffered severe damage and thousands of people have died in earthquakes*

Analyzing a New Idea Chart for Primary Level

Name: _____ **Date:** _____

Picture of New Idea (words)	Connection Picture (words)

Frayer Model for Vocabulary Development

Student Objective

Students will make a visual chart displaying attributes, context, images, and non-examples of the new vocabulary to make connections to new concepts and to integrate new academic vocabulary.

Overview

The Frayer Model (Frayer, Frederick, & Klausmeier, 1969) is a graphic organizer to support concept development and to build academic vocabulary. It requires students to establish connections to prior learning and to define vocabulary by creating a definition in their own words, generating examples and non-examples, giving characteristics, and/or drawing a picture to illustrate the meaning of the word. This information is placed on a chart divided into four sections with the word in the center. This visual representation can be referenced by students after the lesson and applied to situations.

Materials/Set-Up

- Teacher Resources:
    - 5.15a: Frayer Model Template for Primary Level
    - 5.15b: Frayer Model Samples for Primary Level
    - 5.15c: Frayer Model Samples for Elementary Level
    - 5.15d: Assorted Frayer Model Samples
- Student Handouts:
    - 5.15e: Folded Frayer Model Directions
    - 5.15f: Frayer Model Template
- Visual to model use of Frayer Model using chart paper, document camera, or electronic display
- Teacher- or student-prepared exemplars of completed Frayer Models

Instructional Steps

- Present the Frayer Model with the sections filled in for the vocabulary word (i.e., concept). Leave the vocabulary word section blank.
- Ask students to determine the word based on the clues.
- Use partners to discuss and then share the answers with the whole group, justifying their thinking.
- Reveal the actual word.
- Choose a relevant new academic vocabulary word and model how to complete the five sections of the graphic.
- Begin by filling in the new academic vocabulary word in the center circle of the graphic.
- Model the completion of the four corner sections for the whole class as follows:
    - Upper left: Definition (in student's own words)
    - Lower left: Examples
    - Upper right: Characteristics
    - Lower right: Non-examples

- Select a new academic vocabulary word.
- Divide students into pairs and ask them to complete the model.
- Join two pairs together to compare ideas.
- Debrief with the whole class and ask partners or groups of four to share their models.
- Let students explain their work through a whole-class share-out.
- Correct any misconceptions that arise.
- Display models, representing different ways to depict the vocabulary concept.

To adapt this lesson for primary classes:
- Use simple content familiar to students in the teaching example, partner work, and first independent practice.
- Gradually release responsibility for individual work and increase the complexity of the vocabulary.
- Allow students to use connections instead of examples if they are already familiar with this strategy.
- Allow students to use pictures and provide sentence stems, alphabet charts, and word walls for support in writing.
- Use variations of the model to simplify for younger students (e.g., asking for a sentence about the word, a picture of the word, a connection to the word, and drawing a picture of things that are <u>not</u> the word or idea). An example is in included following this activity.

Extension

- To increase rigor, use more complex academic vocabulary and ask students to add to each other's work after discussion in partners or whole-group work.
- To integrate technology, ask students to use applications or graphic programs to produce organizers and to import pictures or graphics from online resources.

Frayer Model Template for Primary Level
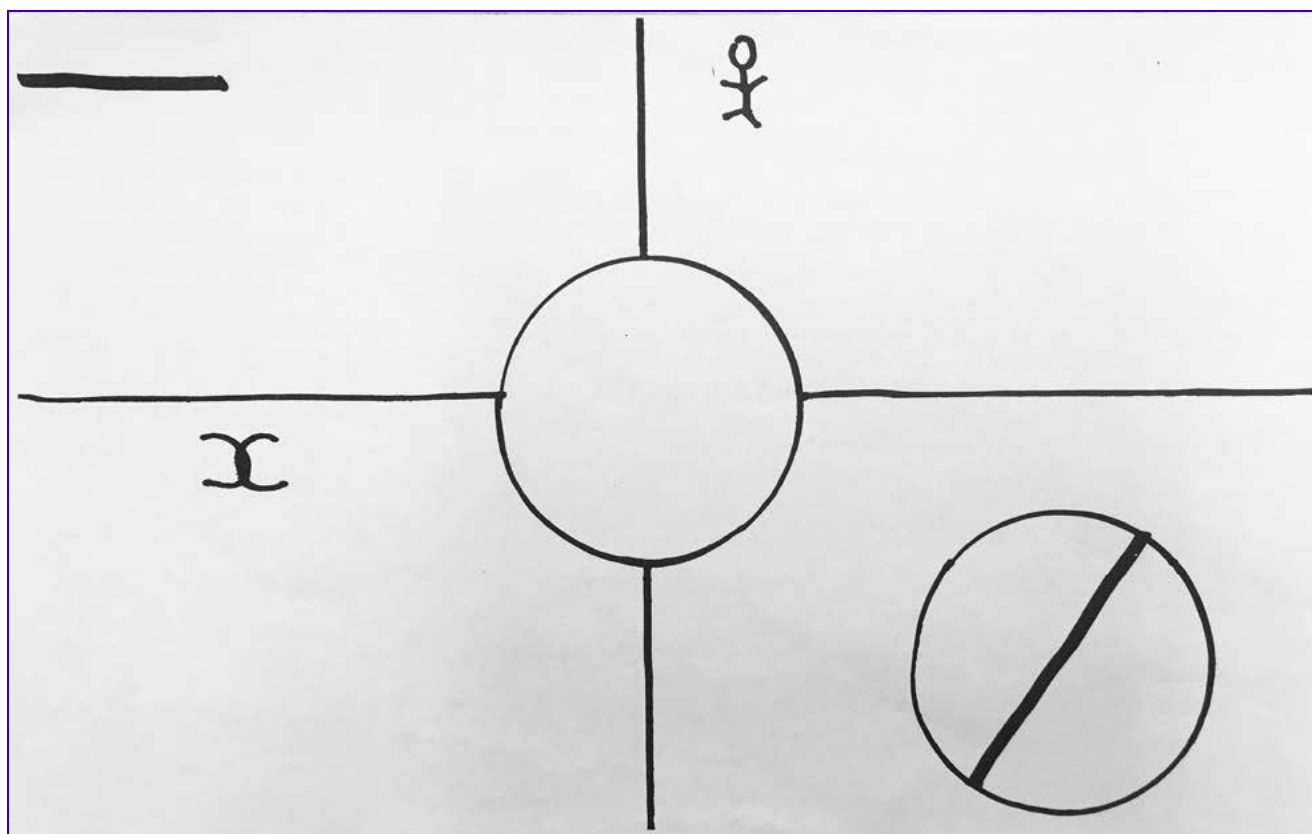
Upper left: Write a sentence about the word.

Lower left: Write about a connection to the word.

Upper right: Draw a picture of the word.

Lower right: Draw or write about what the word does not mean.

Frayer Model Samples for Primary Level
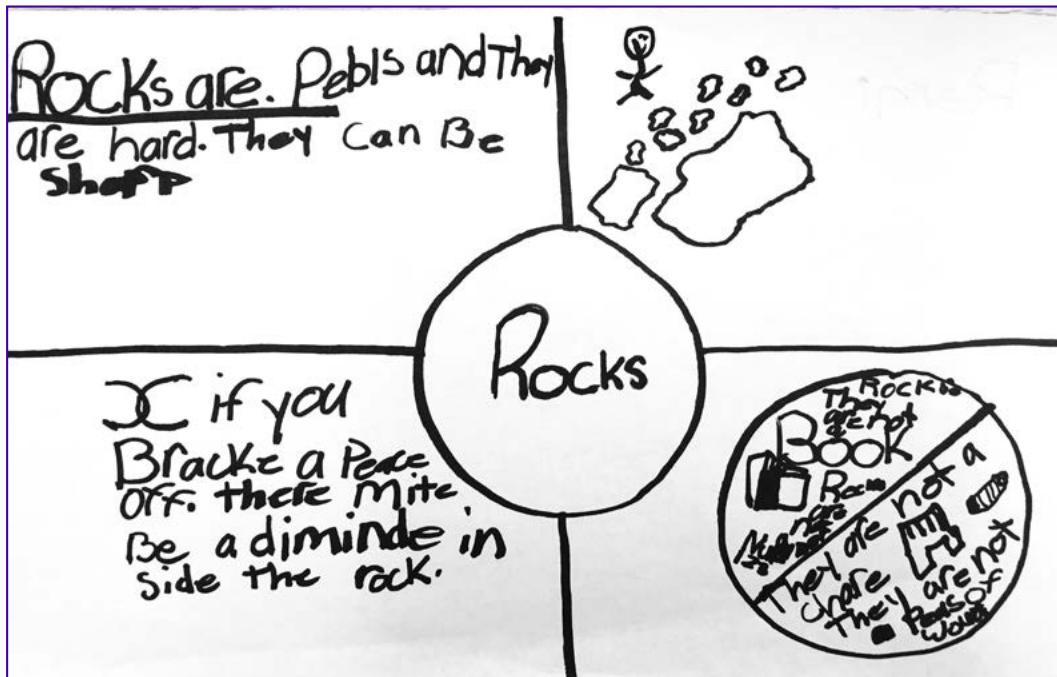
Rocks are pebbles, and they are hard and can be sharp. If you break off a piece, there might be a diamond inside of the rock. Rocks are not books. They are not a chair. They are not a piece of wood.
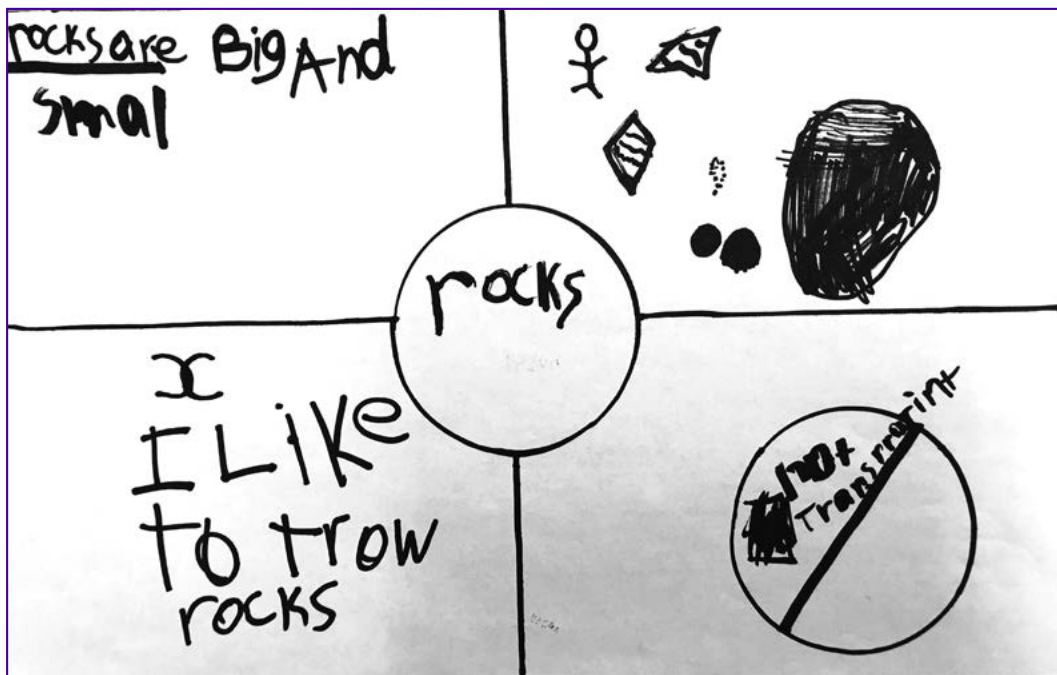
Rocks are big and small. I like to throw rocks. They are not transparent.

Frayer Model Samples for Elementary Level

Our Literacy Definition: To pick out of a group of something. Based on what you know.

Synonyms:
- choose
- Decide
- Pick
- take

Inquiry Term: Select (D)

Graphic Representation:

Question: Select why the WASP program didn't have a ceremony? Give reasons for your answer.

Our Literacy Definition: Taking an { event, Character, line, action, Situation and finding a deeper meaning.

Synonyms:
- examine
- separating
- thoroughly looking at
- Inspecting
- Searching

Inquiry Term: Break down (E)

Graphic Representation: What is he like? How does he react? Why does he act in this way? What do other Characters think of him?

Question: Break down why our society feels that women are not as strong or capable as men. Support your answer.

Assorted Frayer Model Samples

Definition:

A change in size, shape, or state of matter where the composition of the substance does not change.

Examples:

Melting ice

Cutting hair

Dissolving sugar

Physical Change

Characteristics:

New materials are not formed.

Same materials are present before and after the change.

Non-Examples:

Burning wood

Baking a cake

Reacting baking soda with vinegar (carbon dioxide is produced)

Essential Characteristics:

Feathers
Hollow bones
Warm blooded
Breathe air with lungs
Wings
Beaks

Examples:

Robins
Meadowlarks
Parrots
Eagles
Ostriches
Penguins

Birds

Characteristics:

For some birds, ability to fly
Come from eggs

Non-Examples:

Bats
Flying reptiles
Insects
Flying squirrels

Essential Characteristics:

- contains water
- has a shore
- is surrounded by land except at areas where it meets another body of water
- larger than a pond

Examples:

_____ Ontario
_____ Simcoe
_____ Temagami
Ramsey _____
_____ Victoria
Loch Ness
Lac Champlain
[Replace _____ with the unknown word.]

?

Characteristics:
- may contain water, plants, and fish
- likely contains fresh water
- may provide an area for recreational activity
- may provide a habitat for wildlife
- may be formed by glaciers
- may be an expanded part of a river
- may be formed by a dam

Non-Examples:
- pond
- puddle
- swimming pools
- Elliot Lake (town)
- Georgian Bay
- Pacific Ocean
- St. Lawrence River

Folded Frayer Model Directions

Name: _____ **Date:** _____

Hold a sheet of 8.5x11" paper like a portrait. Then, fold the sheet in half horizontally.

Now, fold the paper in half vertically to create four sections if you open it up.

On the corner where the folds meet, fold a right triangle with the bottom edge of the triangle parallel to the bottom edge of the paper.
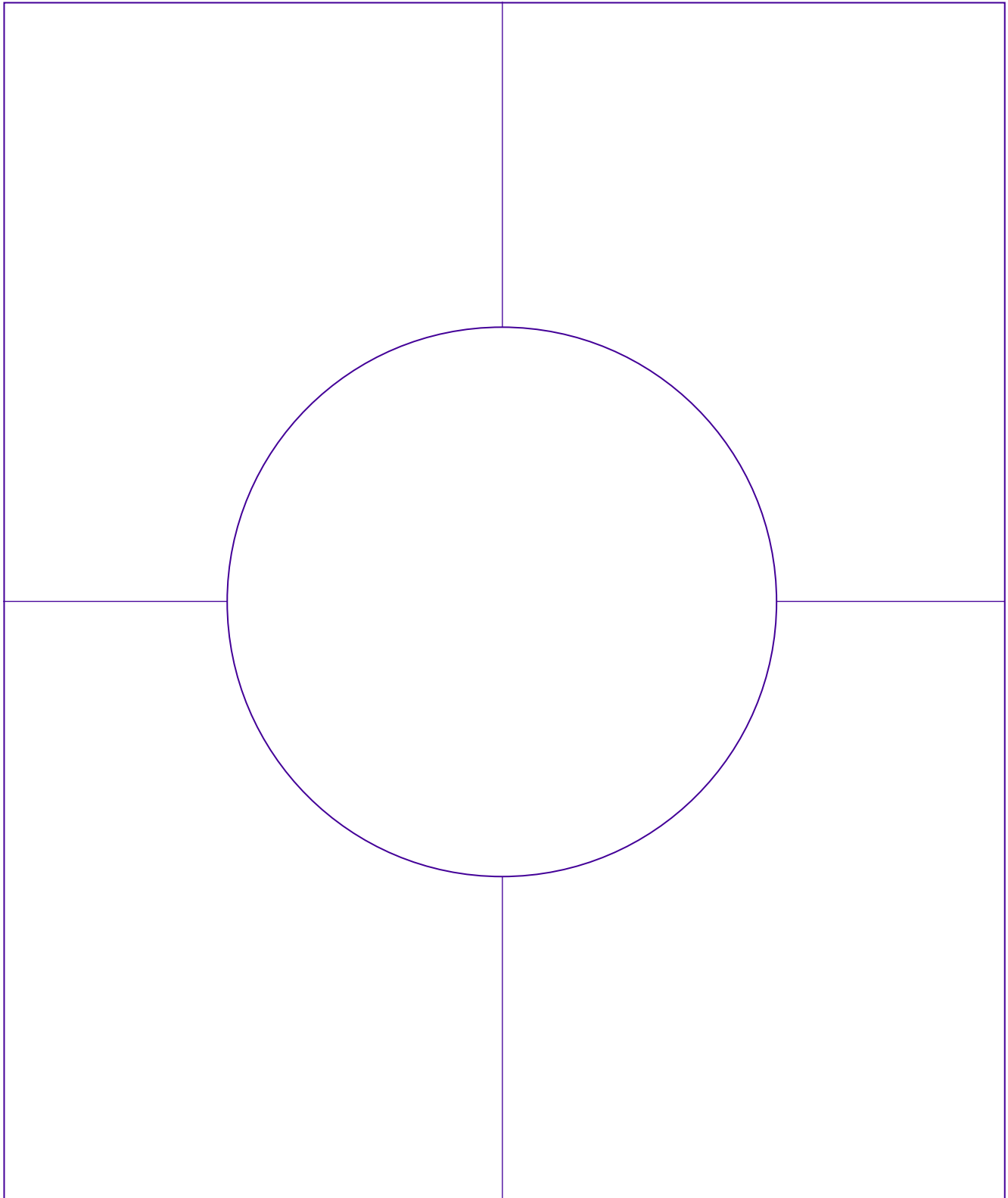
Now, open the paper flat, put the word in the center diamond, and label the four sections like they are on a regular Frayer Model.

Definition	Facts/ Characteristics
Examples	Non-Examples
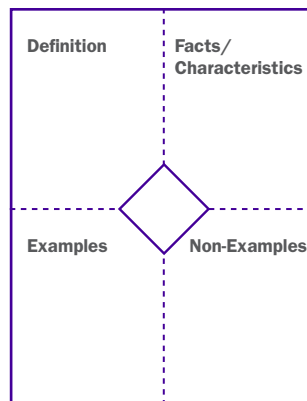
Frayer Model Template

Name: _____   **Date:** _____

Student Empowerment and AVID Schoolwide

Visit the *AVID Elementary Foundations: A Schoolwide Implementation Resource* webpage on MYAVID for additional materials and resources.

Student Empowerment and AVID Schoolwide

Woven throughout AVID's curriculum and philosophy are the Culturally Relevant Teaching (CRT) practices that help educators build authentic relationships, empower student voices, hold high expectations, and respect experiences (Boyko, Briggs, Cobb, Dragoo, Ferreira, O'Connor, & Sanders, 2016). Together, these practices help foster a learning environment that is safe and empowers students to grow intellectually. It is the goal of the AVID System to empower students with both the knowledge and skills to take charge of their own educations. When students understand themselves as learners, it is one part of the journey to becoming self-directed learners.

AVID Schoolwide works through transforming four key domains of operations: Instruction, Systems, Leadership, and Culture. Focusing on these domains, AVID's philosophy and methodologies become deeply ingrained, and the benefits become recognized and widely experienced. The schoolwide approach was developed to help educators integrate high-engagement college-preparedness strategies into their classes and provide opportunities for all students. 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 prepared for a smooth transition into a secondary setting, 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 offered and completed by students. AVID Schoolwide provides a high-quality, equitable education for all.

When student empowerment strategies are coupled with AVID Schoolwide, the outcome is long-term and favorable for all students. When students develop a strong skill base, cultivated through quality instruction, students are empowered to hone their own thinking and independently improve the effectiveness of their problem solving for any task. Teachers can guide students to develop this increased self-awareness and independence into what Dr. Carol Dweck (2006) calls a "growth mindset." Adopting a growth mindset leads students to expect more of themselves and be more comfortable and confident with those expectations. As research conducted by Blackwell, Trzesniewski, and Dweck (2007) shows, this self-confidence makes students more likely to meet the increased expectations established by the teacher and increase achievement.

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

- Develop a growth mindset in students
- Construct a support system for students
- Create a welcoming, comforting, and energetic classroom environment
- 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
- Create and self-monitor goals to take ownership of their own learning and future
- Create a college-going culture within the classroom and school

Student Empowerment

In Flavell's (1979) seminal work on the theory of metacognition and cognitive monitoring, he described a process of individuals moving through the four-stage process of: metacognitive knowledge, metacognitive experiences, goal setting, and actions. Students begin this metacognitive process by examining their own knowledge and past experiences that would support accomplishing a task. Students then set a SMART goal with specific steps to accomplishing the task, and ultimately apply strategies, such as WICOR, in an effort to accomplish their goal.

Knowledge and Experiences

It is essential to provide students with opportunities to examine what attributes a successful student has, and then to encourage them to align those thoughts with the attributes that they possess, as this bolsters self-perception. These types of experiences are especially important because they raise students' levels of self-efficacy, which then empowers them to approach novel or difficult tasks with a greater level of confidence.

Goal Setting

Providing students with the ability to think about goals allows them to reflect on their current state (in regards to knowledge, skill, achievement, etc.) and set up action-oriented steps that will move them toward a desired result. When students have the opportunity to break complex tasks and expectations into manageable pieces, they are empowered to move confidently toward their goal. In addition, predicting what obstacles might arise and how they will overcome those obstacles gives students options when navigating toward goal accomplishment.

6.1 Successful Student

Student Objective

Students will identify characteristics that exemplify a successful student.

Overview

Students will brainstorm characteristics that exemplify a successful student first independently, then in small groups, and finally as a class. Students will create their own version of a successful student, surrounding it with their beliefs, attitudes, and characteristics that they believe will guide them toward success this school year.

Materials/Set-Up

- Student Handout:
    - 6.1a: Successful Student Template
- Sticky notes
- Large visual representation of Successful Student (drawn on whiteboard, included on an anchor chart, prepared on chart paper, etc.)
- Colored pencils, markers, and/or crayons

Instructional Steps

- Define the term *characteristic* as a class. Discuss the difference between an *external characteristic* and an *internal characteristic*. Relate the term to a character that you have studied in your classroom.
- Pass out one sticky note per student. On this sticky note, have students brainstorm internal characteristics that exemplify a successful student. Challenge students to come up with at least five.
    - Before beginning the individual brainstorm, determine if students need additional support. If you find that students could benefit from brainstorming as a class first, allow some time for this.
- Divide students into groups of four, giving each group five sticky notes. In groups, students will engage in an authentic conversation about the characteristics that they each wrote down. Students can share, in round-robin format, a characteristic and why they think a successful student needs to embody that characteristic. If multiple students have written down the same characteristic, they can add on to what the original student said. This will continue until all students have had the opportunity to share out each of their characteristics.
- Each group will compile five characteristics, one per sticky note, that they agree upon. These characteristics may be the characteristics that were common amongst them, or they could be characteristics that the group feels most exemplify a successful student.
- Post the large visual representation of the successful student for all students to see. Have each group share out their five characteristics, placing them around the figure as they share.
- Debrief and discuss what it takes to be a successful student and how AVID Elementary skills will enhance students' ability to be successful.

- Assign students the task of creating individual successful students. Students can choose to use Student Handout 6.1a: Successful Student Template, or they can draw their own representation.
  - The key is for students to create a successful student representation that looks as much like themselves as possible.
- Display students' individual templates in the classroom, school hallway, or cover of their binder.

To adapt this lesson for primary classes:
- Create a simple term card sort of characteristics that exemplify a successful student and another set of cards with characteristics that do not exemplify a successful student. Have students sort the characteristics into the two categories individually. From there, have students pair up and compare their sorts, discussing similarities and differences.
- Identify 10 characteristics that exemplify a successful student. Complete a version of the Frayer Model so that students can define and internalize each of the words. After working with each of the words, have students rate their top five words and create an individual successful student, surrounding it with these words.
- Provide students with Student Handout 6.1a: Successful Student Template, with predetermined words printed on the page for students to trace and possibly illustrate.

Extension

- To increase rigor:
  - Create variations of the successful student in different, but specific, areas of study or profession. For example:
    - Successful Mathematician
    - Successful Historian
    - Successful Scientist
    - Successful Teacher
    - Successful Parent (as part of an AVID Family Workshop)
  - Complete a character study, surrounding the figure with internal and external characteristics. When identifying the internal characteristics, give supportive evidence from the text that highlights each characteristic, reminding students that internal characteristics are often inferred, rather than explicitly stated.

Successful Student Template

Name: _____ **Date:** _____
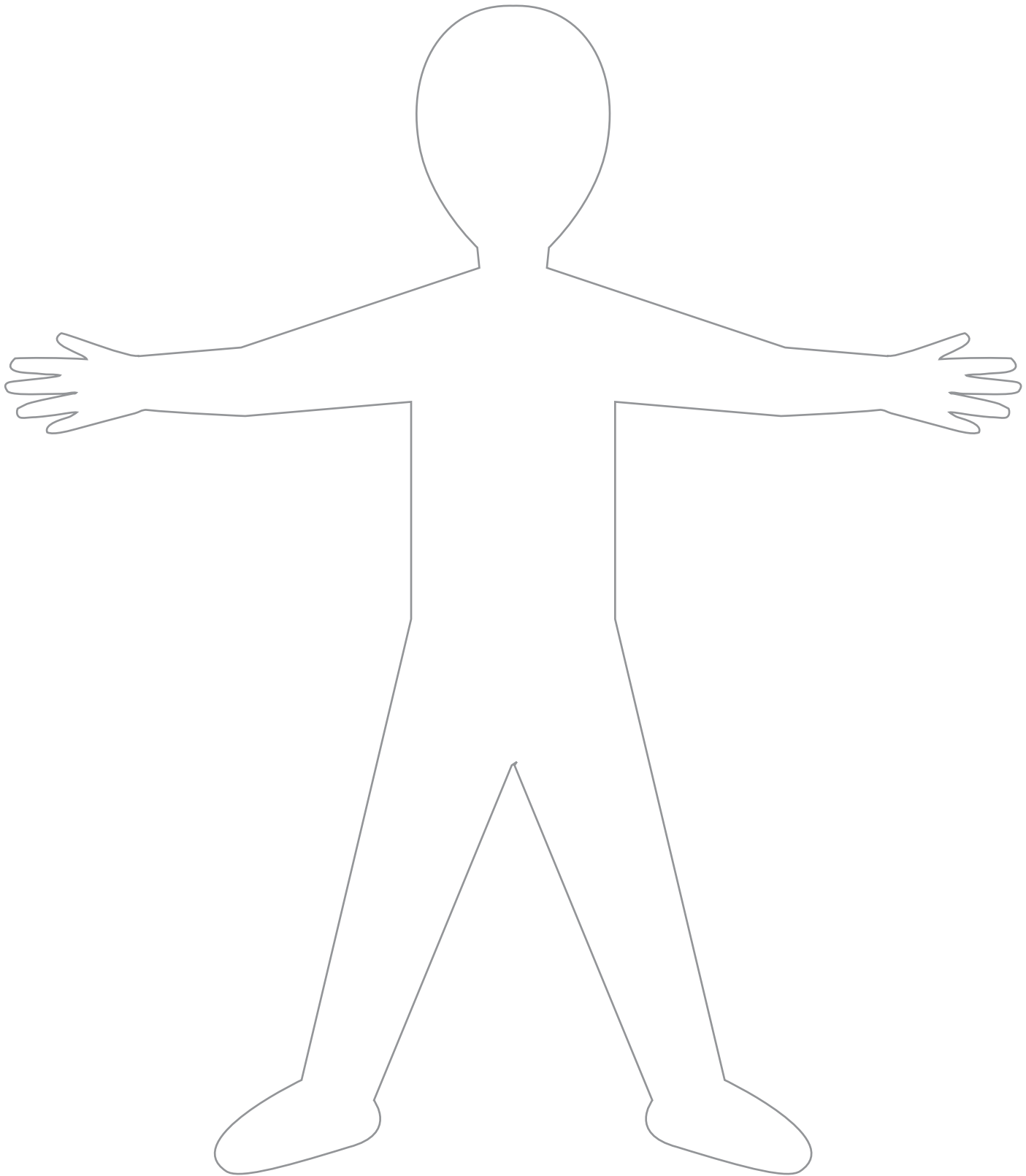
6.2 Personality Phrases

Student Objective

Students will develop a personality phrase that represents who they are in six words or less, allowing each student to have the opportunity to capture who they are and have their voice heard in a community of students.

Overview

Affording students the opportunity to have a voice within the classroom is important in establishing a strong community that supports one another. Vocabulary building and the strengthening of students' abilities to express themselves are highlighted in this activity in order to assist students with the progression to more complex sentence and paragraph development.

Materials/Set-Up

- Student Handout:
  - 6.2a: Analyzing Personality Phrases

Instructional Steps

- Review parts of speech with students. For this activity, focus on verbs and adjectives.
- Connect the growth mindset to personality phrases. Allow time for students to pair-share their responses to the following questions:
  - What characteristics does a student who encompasses a growth mindset possess?
  - How has having a growth mindset helped you academically?
  - Brainstorm various occasions where you have had a growth mindset. How did each occasion make you feel?
  - What's the benefit of having a growth mindset over a fixed mindset?
- Distribute Student Handout 6.2a: Analyzing Personality Phrases to each student and read through the following quotes together:
  - "Becoming is better than being."
  - "Every mistake I make is progress."
  - "Keep going until I get there."
  - "Mistakes make questions. Questions help growth."
  - "An optimist who sees the opportunity."
  - "Always calm. Continuously growing."
  - "Play hard, but work even harder."
  - "Take from my mistakes and grow."
- Assign students to collaborative groups of three of four. Students will work through this activity, discussing what the personality phrase means, as well as how it connects to the growth mindset.
- Debrief the sample personality phrases shared with students. Allow time for collaborative groups to bring their main discussion points back to the whole group.

- Direct students to create their own personality phrase (in six words or less) that connects their beliefs about themselves and is reflective of a growth mindset.
- Pair students up with a partner to share their phrase, discussing what it means to them, as well as the connection that it has to the growth mindset.
- Ask for volunteers to share their own unique phrase with the whole group.
- Debrief on the activity and make connections to the classroom regarding both writing strategies and vocabulary building.

To adapt this lesson for primary classes:
- Read a children's book, and while reading, debrief on the various times that the main character had a fixed mindset, as well as when they ultimately had a growth mindset in regards to what they were doing.
- Discuss with students the benefits of the character believing in themselves and not giving up.
- Create a list of character traits that reflect the main character.
- As a class, develop a personality phrase for the main character in six words or less.
- Once students have had multiple experiences with developing phrases for a character, students can create their own unique personality phrase.

Extension

- To increase scaffolding, have some short character biographies that reflect both a fixed and growth mindset for students to read through and with which to interact. Create personality phrases for each character that students can match and defend in collaborative groups. This will familiarize students with the activity, as well as provide students with the opportunity to experience vocabulary in various contexts.

Analyzing Personality Phrases

Name: _____ **Date:** _____

Personality Phrase	Meaning and Connections to the Growth Mindset
"Becoming is better than being."	
"Every mistake that I make is progress."	
"Keep going until I get there."	
"Mistakes make questions. Questions help growth."	
"An optimist who sees opportunity."	
"Always calm. Continuously growing."	
"Play hard, but work even harder."	
"Take from my mistakes and grow."	

6.3 Goal Setting

Student Objective

Students will identify a long-range goal, and then develop the short-range and mid-range goals that will need to be achieved to reach their long-range goal.

Overview

Successful people not only have dreams, but also have plans to realize their dreams. They set goals that guide them to making decisions and choosing courses of action that support these plans. Goal setting is a learned activity that benefits students as they plan for success in school and beyond; it helps students visualize where they want to go and prioritize what actions will lead them there.

Materials/Set-Up

- Student Handouts:
    - 6.3a: Goal Brainstorm
    - 6.3b: Goal Setting Outline (GPA)
    - 6.3c: Setting SMART Goals
    - 6.3d: Visualizing Your Goal
- Poster board

Instructional Steps

Week 1:

- Distinguish among the three types of goals: long-range, mid-range, and short-range.
- Lead a class discussion defining the amount of time for a goal to be considered long-range, mid-range, or short-range and complete the top of Student Handout 6.3a: Goal Brainstorm. Guidelines may need to be provided based on grade level.
    - Long-range: where they would like to end up (generally more than one or two years)
    - Mid-range: the steps to meeting their long range goal (generally six months to two years)
    - Short-range: immediate goals necessary to achieve mid- and long-range goals (generally less than six months)
- Introduce the notion that when people do not reach their long-range goals, it's often because they failed to set mid-range and short-range goals related to the long-range goal.
- Work with students to complete the bottom of Student Handout 6.3a: Goal Brainstorm. Afterwards, have students individually brainstorm additional examples of each of the three goal types.
- Have students Pair-Share their list of goals.
- Conclude this week's lesson with the following written reflection:
    - Why is it important to have short-range and mid-range goals?
    - Reflecting on your list of goals, set a long-range academic goal that you will work toward.

Weeks 2 and 3:

- Develop one short-range and one mid-range goal that connects to your long-range goal.
- Use Student Handout 6.3b: Goal Setting Outline (GPA) to introduce the GPA acronym (Goal, Plan, Action) and explain its use in accomplishing goals.
    - When describing goals, have students refer to 6.3c: Setting SMART Goals, as it coincides with the "G" in the GPA acronym. It may be beneficial for students to complete this before moving on to their "Plan" and "Action steps."
- Explain that, from now on, students can use the GPA outline for writing short-range, mid-range and long-range goals.
- Model using the GPA outline for a short-range goal and a mid-range goal, as students will use the outline for their short-range and mid-range goal.
- Define "payoffs." Identify potential payoffs to reaching goals. Students will record the payoffs that connect to their goals.
- Define "obstacles." Identify obstacles that may stand in the way of reaching their goals, as well as ways that they can overcome these obstacles. Students will record potential obstacles to their goals.

Week 4:

- Introduce the concept of visualizing goals. Share that many professional athletes and performers use this concept effectively to pursue and achieve their goals. They visualize themselves in the athletic setting going through the specific actions step-by-step that they will complete to make their goals happen.
- Share with students that the better they become at seeing themselves accomplishing their goals, the more obtainable their goals will become.
- Have students make a visual representation of their journey to their long-range goal. Make sure that they include an image of themselves accomplishing this goal.
- Brainstorm possible images, symbols, and artwork that they may use. They may start a sketch on notepaper, and then transfer it to a larger poster.
- When the posters are complete, conduct a whole-class share-out.
- Display the posters around the classroom or have students post their posters at home where they will be able to see them daily.
- Students may also use the power of visualization for mid-range and short-range goals. Use Student Handout 6.3d: Visualizing Your Goal to have students reflect on the vision of accomplishing their goals.

Week 5:

- Start a traditional recognition celebration activity. Remember to celebrate small accomplishments, as well as large ones.
- Start an "Accomplishment Bulletin Board."
- Share successes orally during "Success Friday."
- Make phone calls home to share successes with parents.
- Send home a "Good News" newsletter to acknowledge achievements.
- Write positive "success" messages in students' agendas/planners.

To adapt this lesson for primary classes:

- Develop a card or simple term sort for students where they will identify and rationalize why various goals are short-range, mid-range, and long-range goals. A 3-column-note format could also be created for this activity, with the column headings being that of each type of goal.

- Identify a general long-range goal for the class to pursue. Then, allow students to brainstorm short-range and mid-range goals that connect to the long-range goal. Write these goals as a class, so students have practice with writing goals before developing their own.

- Create a web/concept map of the long-range, mid-range, and short-range goals, so students can visualize how the goals connect to one another.

Extension

- To increase rigor, have students identify their long-range goal, and then develop one of each of the following: a short- and mid-range literacy goal, a short- and mid-range math/science goal, and a short- and mid-range personal goal. Once each of these goals has been developed, students will connect them to their long-range goal.

Goal Brainstorm

Name: _____ **Date:** _____

Goal	Definition	Example
Short-Range		
Mid-Range		
Long-Range		

Short-Range Goal Brainstorm:

-
-
-
-
-

Mid-Range Goal Brainstorm:

-
-
-
-
-

Long-Range Goal Brainstorm:

-
-
-
-
-

Goal Setting Outline (GPA)

Name: _____ **Date:** _____

The goal must be:
- Important to you personally
- Within your power to make it happen through your own actions
- Something that you have a reasonable chance of achieving
- Clearly defined and have a specific plan of action

G O A L	**You have identified a GOAL that connects to your story. Describe your goal here.** By _____, I will: _____. 　　　　　　(date)　　　　　　　　　　　　　　　　　　(goal) **This will be measured by:** **Specify the timeframe of your goal below.** _____ short-range _____ mid-range _____ long-range **Is my goal SMART?** • **Specific (clear and exact):** _____ • **Measurable (can be checked):** _____ • **Action-oriented (requires me to do something):** _____ • **Reasonable (fits my age and talents):** _____ • **Timely (includes a target date):** _____
P L A N	**Use the space below to briefly explain your PLAN.**
A C T I O N	**Use the space below to list ACTION steps needed to achieve your goal.** 1. 2. 3. 4. 5. 6. 7.

Goal Setting Outline (GPA)

Name: _____ **Date:** _____

Describe the **payoffs** of reaching your goal. Why is your goal important? What are you going to take away after accomplishing your goal?

Describe the obstacles that you may encounter along the way. What might get in the way of achieving your goal?

Obstacle That I May Encounter:	How I Will Overcome This Obstacle:

Connect your short- or mid-range goal to the big picture. How does achieving this goal connect to the long-range goal that you have set for the future?

Setting SMART Goals

Name: _____ **Date:** _____

When writing down your goal, be sure that it is SMART:

S – Specific

M – Measurable

A – Action-oriented

R – Reasonable

T – Timely

1. What do you want to do?

2. By what date do you want to complete your goal?

3. How will you accomplish your goal (i.e., what action steps will you take)?

4. Rewrite your SMART goal.

A goal that I want to accomplish:

By _____, I will _____
　　　　　　　　(list time)　　　　　　　　　　　　　　　　　　(identify goal)

_____.

This will be measured by _____.
　　　　　　　　　(identify how you will know that you have accomplished your goal)

Visualizing Your Goal

Name: _____ **Date:** _____

Part I: *Think of one of the goals that you have set. Imagine telling your parents, guardians, or other loved ones about reaching your goal. Think about how you will feel and how you can convey that feeling to them. Using the words offered in the word bank, as well as your own, write down exactly what you will say when you tell them that you have reached your goal.*

Word Bank:

accomplished	action steps	obstacles	payoffs

Part II: *When you reach a goal, visualize how you would like your teacher to communicate this accomplishment with your family and classmates. Write down the exact words that you will want your teacher to share with your family and classroom community when you reach your goal.*

6.4 Creating a Class Mission Statement

Student Objective

Students will explore various mission statements and create a mission statement that captures the core beliefs of the classroom community.

Overview

A core component of any group that is high in relational capacity is a focus on a common mission. By exploring and discussing various mission statements, students will have exposure to vocabulary used, as well as different writing styles. Determining words to be used in the class mission statement will give students the opportunity to decide and defend why certain words hold more meaning than others in relation to the task. Working in small groups, students will create a class mission statement that reflects their beliefs. Students will decide collectively which mission statement resonates with the entire community and will serve as a focus throughout the year.

Materials/Set-Up

- Student Handouts:
  - 6.4a: Analyzing My School's and District's Mission Statements
  - 6.4b: Analyzing AVID's Mission Statement
  - 6.4c: Analyzing a Mission Statement
  - 6.4d: Key Words and Defense
- Teacher Resource:
  - 6.4e: Class Mission Statement Samples
- Poster board
- Markers, crayons, and/or colored pencils
- Prior to the activity, research various company mission statements and have a few ready to present to the class.

Instructional Steps

- Share various mission statements with students from companies that they are familiar with (e.g., social media companies, such as Facebook or Instagram; big box retailers, such as Target), discussing why companies have mission statements.
- Begin with your school's and district's mission statements. Identify the key words or phrases in the mission statements. Scaffolding may be necessary if there are words that are unfamiliar to students. Provide an opportunity for them to work with the words and identify the meaning in context. A Frayer model or an online app, such as Quizlet, may be used.
- Pass out a copy of Student Handout 6.4a: Analyzing My School's and District's Mission Statements to each student and work through the handout together.
- Distribute the following Student Handouts: 6.4b: Analyzing AVID's Mission Statement, 6.4c: Analyzing a Mission Statement, and 6.4d: Key Words and Defense.

- Students individually complete Student Handout 6.4b: Analyzing AVID's Mission Statement.
- Then, have the students select one of the mission statements that you presented at the beginning of class to fill out Student Handout 6.4c: Analyzing a Mission Statement.
- Reflect on all of the mission statements presented thus far. Allow time for students to complete Student Handout 6.4d: Key Words and Defense. This will allow them to determine if any words from their study of mission statements could be used in their class mission statement.
- Depending on students' exposure to vocabulary, either brainstorm as a class various words or phrases that could be used in the class mission statement or present students with a pre-set list of words. Sample words to include in a class mission statement include the following:
  - Perseveres, resilient, motivates, engaged, empathetic, growth mindset, resourceful, organized, leader, trusting, communicative, collaborative
- Assign groups of three to four students to one word. Each group will complete a Frayer model for their word. Upon completion of the rough draft that the teacher will check, students will create a poster-sized Frayer model that will surround their ultimate mission statement poster.
  - This will familiarize students with the words used.
- In groups, students should identify which words resonate with them and reflect their beliefs of what a classroom community should look like, feel like, and sound like. The classroom teacher can determine a target number for words used in each poster, as having students try to incorporate all of them could be tedious.
- Students should then be tasked with creating group mission statement posters or one-pagers. Students can create their class mission statement on poster board or using an online app, such as Pic Collage.
- Post the class mission statement posters for students to view. Students can vote on the class mission statement that reflects their beliefs the most. Once the mission statement is chosen, students can all sign it!

To adapt this lesson for primary classes:
- Identify a select number of words or phrases to be used in the class mission statement, and as a whole group, create a Frayer model for each word. Students can then work in small groups to create a structure in which the mission statement will be read, such as using drawings to represent the mission statement.

Extension
- To increase technology, have students search the web for corporate mission statements and logos, analyzing how the logo is representative of the mission. Then, have students use a drawing app, such as Show Me or Brushes, to design their own logo in support of the class mission statement.

Analyzing My School's and District's Mission Statements

Name: _____ **Date:** _____

District Mission Statement:

School Mission Statement:

	My Analysis
Key Words or Phrases From the Mission Statements	
How do these key words or phrases connect to what you know about your school and/or district?	
My Reflection	

Analyzing AVID's Mission Statement

Name: _____ **Date:** _____

AVID's Mission Statement:
AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

	My Analysis
Key Words or Phrases From the AVID Mission Statement	
How do these key words or phrases connect to what you know about AVID?	
My Reflection	

Analyzing A Mission Statement

Name: _____ **Date:** _____

	Mission Statement:

	My Analysis
Key Words or Phrases From the Mission Statement	
How do these key words or phrases connect to what you already know about this company?	
My Reflection	

Key Words and Defense

Name: _____ **Date:** _____

- *Look over the mission statements analyzed during class.*
- *Highlight key words from each mission statement that you believe should be in our classroom mission statement.*
- *Write those words below under the "Key Words" column and give your defense as to why they should be included.*
- *Share your ideas with a parent or guardian.*
  - *Bonus: Ask them what the mission statement is for their company, organization, school, etc.!*

Key Words	Defense: Why should this word be included in our class mission statement?

Class Mission Statement Samples

We will be…
Trusting by showing respect to others, listening and believing.
Organized by using our planners and binders.
Resourceful by having the ability to find quick and clever ways to overcome problems.
Collaborative by working with one another to achieve our goals and dreams.
Communicative by letting others know our feelings and sharing our thoughts.

We pledge to collaborate as leaders, to respect and trust others in our classroom, and to learn at our highest potential. We pledge to focus on continuing to develop a growth mindset by staying engaged in our learning and organized in all subjects.

We will be engaged in our learning. We will be organized leaders by being resourceful and asking for help when we need it. We will be trusting of one another and help each other grow in our learning.

AVID Schoolwide

AVID Schoolwide is about surrounding a student with an environment that supports and promotes their academic, emotional, and social growth. At the heart of AVID Schoolwide is the creation of an environment that aligns instruction, systems, leadership, and culture, and has the best interest of the student at the core.

Culture

AVID Schoolwide culture is evident when there is a campus-wide focus on college readiness, all teachers share the same vision and philosophy, students self-monitor, and there are frequent interactions between teachers and students. A site builds this intentional culture by engaging families, students, and teachers; focusing on community support and parent/guardian outreach; and establishing a mindset or belief system rooted in the idea that all students can benefit from rigorous and challenging coursework.

Systems

AVID Schoolwide impacts systems when best teaching practices are used campus-wide; data is used to drive all aspects of decision making; the site team is active, involved, and representative of staff in the school; and there is an alignment of procedures/policies to the school's vision and mission.

Leadership

AVID Schoolwide leadership includes the principal and leadership team (including representatives from the AVID site team) working together to ensure that the school's mission and vision statements align with AVID's philosophy of open and equal access to rigorous instruction. Resources are allocated to promote college readiness and high expectations for all students, and all stakeholders are actively involved. The AVID site team includes administrators and teachers from different grade levels and ensures that teachers have time to collaborate.

6.5 Mindset

Educator Objective

Educators will examine how to build and foster a growth mindset within their students.

Overview

Establishing an environment where hard work is both emphasized and fostered is perhaps one of the most important aspects of creating life-long learners. When educators recognize and ultimately celebrate effort over natural talent or ability, the entire culture will shift toward persistence and determination.

Materials/Set-Up

- Teacher Resource:
  - 6.5a: Mindset Within the Classroom

Instructional Steps

- Use critical reading strategies to annotate Teacher Resource 6.5a: Mindset Within the Classroom.
- During the reading, underline key ideas that will aid in the education of students.
- Consider reading through this material with a colleague, and then discuss the application to an educational setting.

Extension

- To increase rigor, discuss with colleagues about how to foster growth-mindset ideals within the classroom, as well as weave them into lesson plans.

Mindset Within the Classroom

Mindsets Defined

At the heart of learning—and even more importantly, how individuals approach learning—is the concept of where the development of skills and knowledge originate. A fairly popular and long-standing belief is that the majority of our future success or failure is determined before we are even born, and that future is written in our very genetic make-up. In fact Francis Galton (1895), the modern founder of eugenics and half-cousin of Charles Darwin, was one of the first psychologists to examine the influence of heredity and environment on social advancement. This debate about whether our genetic make-up or the shaping of our societal interactions plays a larger role in determining our future was popularized into the phrase "nature versus nurture."

The interesting aspect of this debate is not whether a person believes genetics or society has a greater impact on personal successes, but rather, the impact that their beliefs have on the long-term likelihood of success. Dr. Carol Dweck, renowned psychologist from Stanford University, is a pioneer in examining these beliefs and their impact on long-term success. She classified these belief systems into two categories: fixed mindsets and growth mindsets.

People with a **fixed mindset** are characterized by their belief that success comes from natural talent and inherent ability. At the core of this mindset is a belief that achievement stems from almost a binary approach to talent and intelligence. They believe that qualities are carved in stone, and every individual either has that quality or not—smart, fast, and artistic would all be things that a person either naturally possesses or doesn't. Perhaps most importantly, the fixed mindset person believes that talent alone is linked to success, and effort plays an insignificant role, or no role at all, in leading to that success.

On the other hand, a person with a **growth mindset** believes that success is a product of hard work. Although a person with a growth mindset acknowledges that intelligence, talent, and even genetics play a role in achievement, they also believe that those factors are only a starting point on the road to success and that the finish line only comes when the hard work ends. In contrast to a fixed mindset that focuses on getting to solutions quickly and easily, a growth mindset sees the challenge and overcoming of struggles as opportunities to learn.

Why Mindsets Matter

It is interesting to note that Alfred Binet, inventor of the first practical intelligence test, did not create the intelligence test to categorize or group students into various levels of intelligence. In fact, Binet designed the test as a means to identify learners who took longer amounts of time to grasp a new concept or lesson in order to be able to provide more support for those students in greater need. However, eight years later, Lewis Terman created a modified IQ scale called the Binet-Stanford scale and used it to identify "highly intelligent" students at a very young age. Terman then tracked these "highly intelligent" students through their lives and measured their achievements against a group of "average intelligence," as measured by the IQ test. The results showed little distinction in life-long achievement between the two groups. Ultimately, Terman concluded the non-cognitive factors of

Mindset Within the Classroom

"perseverance, self-confidence and integration toward goals" to be a better measure of success (Terman & Oden, 1947, p. 351).

More recent research demonstrates that perseverance and the ability to overcome challenges is a much better indicator of success (Duckworth & Peterson, 2007). This demonstrates a need to foster a growth mindset within our students and reinforce the concept that success is the result of hard work and taking on challenges, not unalterable qualities like talent or intelligence. Equal to the importance of establishing a growth mindset is the need to help students acknowledge, persist, and eventually overcome challenges. In order to build students' confidence to move past failures, those failures must be viewed as opportunities to learn and grow, not as a reflection of inherited deficiency, such as lack of talent or intelligence.

Consider what you praise.

Nearly every person, and especially young students, seeks and appreciates the praise of others. In addition, students are very adept at picking up on patterns. Therefore, if students begin noticing their teacher praising "fixed traits," like being smart or talented, they are more likely to adapt behaviors where they can highlight being smart or talented. The problem is that in an effort to look "smart" or "talented," they will often avoid taking on more challenging tasks. In fact, Dweck asserts, "After seven experiments with hundreds of children, we had some of the clearest findings I've ever seen: Praising children's intelligence harms their motivation and it harms their performance (Dweck, 2006, p. 175)."

Consider how you treat and message failure.

Thomas Edison once said, "I didn't fail ten thousand times. I successfully eliminated, ten thousand times, materials, and combinations which wouldn't work." It is important to message to students that failure is not a stopping place, but an opportunity to learn and grow. When failures are acknowledged, and even celebrated, students become more willing to take on more difficult challenges.

Consider the messages that you communicate with the class.

There are a tremendous number of wonderful mindset decorations that teachers post on their walls, such as how to turn fixed-mindset thoughts and phrases into growth-mindset ones. These are fantastic sayings to showcase, especially to young students. However, remember that no person is either completely fixed or growth in terms or their mindset. In fact, a person may believe that musical or artistic abilities are fixed, but intelligence can be developed. With this in mind, it is important to be cognizant of our own verbalization of talent and skills. Saying to a group of students, "I'm not good at math," "I'm not artistic," or "I'm not good at singing" might inadvertently convey thoughts that some skills are fixed in nature, which might ultimately allow students to believe that they don't have to be good at math because they weren't born with that talent. The power of one simple word—"yet!"—can turn a fixed mindset comment into one that represents growth (e.g., "I'm not good at math yet," "I'm not artistic yet," "I'm not good at singing, yet").

6.6 Inclusive Room Design

Educator Objective

Educators will generate ideas and develop an inclusive room design that meets the needs of all learners in their classroom community.

Overview

Room design should not only mirror the teacher's preferences, but should also highlight the interests and backgrounds of the students. An optimal learning environment that is intentionally inclusive to all students can be created by paying attention to the desk or table arrangement and what is in the visual field of students.

Materials/Set-Up

- Handouts:
    - Map of the classroom (teacher generated)

Instructional Steps

- Brainstorm with students ways in which you can create an inclusive, warm, and inviting community space this year.
    - Determine what is important to students in their space, with the goal of creating an optimal learning environment for all.
- Identify "must-haves." For example, "must-haves" may include a classroom library, a meeting area for lessons, an area where morning and afternoon routine tasks are completed (e.g., homework hand-in, lunch and attendance check-in, mailbox), etc.
- Determine the desk or table arrangements so that each student's visual field is clear and free from distractions.
    - Decide the number of students that will be present in each collaborative group of desks or how many will sit at each table.
- Give each student a map of the classroom, wherein windows, doors, cabinets, technology, etc., will already be drawn in on the map. Allow each student time to sketch out their optimal learning environment.
- Pair students up so that they can share their sketch with another student and build on what they currently have.
- Jigsaw groups. (See Activity 3.35: Collaborative Structure: Jigsaw for more information on the process.)
- Debrief with students and conclude as a class how the room will be arranged for optimal learning.
    - Determine other focal points in the room (e.g., a wall to showcase student work, class photos, or student biographies).
- Consider offering various seating options (e.g., exercise balls, high stool seating at high tables, low tables, couches).

To adapt this lesson for primary classes:

- The teacher can develop three or four room designs for the school year. Discuss with students, in two-column-note format, the pros and cons of each room design. Conclude, based on the two-column notes created, which room design would be the best fit for the classroom community this school year.

Extension

- To integrate technology, students can use an online application, such as Google Docs, to create their room design, as well as a rationale as to why they feel their design is the most optimal for learning. Students can then house their room designs in a shared classroom folder.

6.7 | Family Workshops

Educator Objective

Educators will provide families with an understanding of the AVID College Readiness System, the responsibilities of the students, and what AVID looks like at school and at home.

Overview

AVID workshops should be designed to build strong partnerships and establish open communication between teachers, families, and schools. The workshops should also create an environment in which families, students, and schools work collaboratively to ensure student success. Families should be provided with tools to empower them to support their student being successful at school and beyond. The workshops may coincide with traditional events during the school year, such as Back-to-School Night, Open House, or other academic-related family events.

Materials/Set-Up

- Teacher Resources:
  - 6.7a: Give One–Get One Family Involvement Activity
  - 6.7b: Parent/Guardian Involvement Ideas
  - 6.7c: AVID Parent/Guardian Survey Example
  - 6.7d: Encuesta de AVID para los padres o tutor
  - 6.7e: SMART Goals for Family Events
  - 6.7f: AVID Family Event Planning Template: Brainstorm
  - 6.7g: AVID Family Event Planning Template: Detailed Agenda

Instructional Steps

- Toward the beginning of the school year, provide families with a survey seeking information on their availability and interest for family events. Consider having this as part of the enrollment packet.
  - See the following Teacher Resources: 6.7c: AVID Parent/Guardian Survey Example and 6.7d: Encuesta de AVID para los padres o tutor.
  - As an AVID site team, use the information from the survey to determine the best options for holding family workshops.
- As a site team, use Teacher Resource 6.7a: Give One–Get One Family Involvement Activity to brainstorm and share successful AVID Family Event ideas. This is a great place to start creating a list of ideas for the school year.
  - To begin planning, use the ideas from this activity to group ideas together and create family workshop categories.
  - Once the workshop ideas have been categorized, begin prioritizing ideas based on school need and alignment with the AVID site plan.
  - Use the school calendar and begin calendaring AVID Family Events for the school year.

- The following are tips for successful family workshops:
  - Plan to have food options available.
  - Consider having childcare.
  - Reach out for community partnerships and donations.
  - Review Teacher Resource 6.7b: Parent/Guardian Involvement Ideas.
  - Don't make it an AVID Night only! Align with other school events (e.g., Open House, Inquiry Night, Mindset Night, school plays).
- As a site team, use the handouts mentioned below to set goals and share responsibility for planning and organizing the family workshops. Grade-level teams and site administrators should plan, share duties, and collaborate throughout the process.
  - Teacher Resource 6.7e: SMART Goals For Family Events
  - Teacher Resource 6.7f: AVID Family Event Planning Template: Brainstorm
  - Teacher Resource 6.7g: AVID Family Event Planning Template: Detailed Agenda
- Suggestions for workshop topics are included below:
  - Informational: AVID College Readiness System
  - Informational: Middle School, High School, or College Success
  - Study Skills: How to support your child
  - Learning Styles (for families)
  - Time Management (for families)
  - Goal Setting (for families or for families to create for students)
  - Inquiry Night: Science activities
  - School Fairs: Collaboration with middle and high schools
  - Choir Concerts: College-going culture
  - Career Fair (for families)
  - Levels of Thinking

Extension

- To increase rigor, invite students to plan and facilitate sections of the workshop. A few ways in which students can participate are included below:
  - Lead families through an icebreaker activity, such as Creating Name Tents or Nametags.
  - Share binders, notes, school projects.
  - Model or facilitate a Socratic Seminar.
  - Create a PowerPoint presentation or a video to show families.

Give One–Get One Family Involvement Activity

Briefly describe two successful AVID family involvement activities that your school has planned. If you are a new AVID teacher, jot down ideas for two family involvement activities that you think might be successful.

1)
2)

Share activities with fellow site team members. As you give one idea to another member, be sure to get one from them. Write new ideas in the boxes below. See how many ideas you can "get" as you talk with others. Take only approximately two or three minutes with each person, so you can get more activity ideas!

Parent/Guardian Involvement Ideas

1. Know the *secret* to getting parents/guardians to attend meetings at school: make sure they know that they're genuinely invited.

2. Remember the 3 "Fs" for success: food, families, and fun.

3. Develop written policies encouraging parent/guardian involvement. If it's not in a policy, the message is that we don't care much about it.

4. Know why parents/guardians say they are not involved: 1) Don't have time; 2) Don't know what to do; 3) Don't know it is important; 4) Don't speak English.

5. Take heart from the "one-third rule": Research says that if you can get one-third of a school's parents/guardians involved, you can begin to make significant improvement in student achievement.

6. Be aware that teachers are more reluctant to contact parents/guardians than vice versa. Solution: Get parents/guardians and teachers together—just as people—in comfortable social situations.

7. Conduct school surveys to reveal family attitudes about your school.

8. Use simple evaluation forms to get parent/guardian feedback on every meeting or event. If we ask, they will tell us what they want.

9. Try "quick notes"—notes the day that something positive happens—to home. If a parent/guardian helps the child with a spelling test, and then the child does better, shoot an immediate note home to say, "It's working!"

10. Tell parents/guardians in advance that their pictures will be taken with their child, and then prepare for a crowd.

11. Put up a "Welcome" sign in every language spoken by students and parents/guardians at your school. Get parents/guardians to help get the words right.

12. Breakfast or coffee sessions at school are a great way to invite parents/guardians on campus.

13. Be aware that parents/guardians are looking for a school where their children are likely to succeed, more so than a school with the highest test scores. Show parents that you care.

14. Don't make judgments about parents'/guardians' lack of interest in their children's education; you'll probably be wrong. "Walk a mile in their shoes" and understand that what looks like apathy may be exhaustion.

15. Try day-long parent/guardian academies, with short, repeated workshops.

16. Involve parents/guardians in goal setting for their children. It promotes working as a team.

17. Use research findings that one of the best ways to get parents/guardians involved is to simply ask them and also tell them what you'd like them to do.

18. Give parents/guardians specific suggestions about how they can help their children. Many just need to know things like: "Read aloud every day" or "Turn the TV off during homework time."

19. Have children write personal notes to their parents/guardians in school papers, surveys, invitations to school programs, etc. Watch parent/guardian response rates soar!

20. Understand one key reason for parent non-involvement: lack of information. One memo won't do. Try letters, notes, signs, calls, and newsletters. Repetition works.

21. Consider holding a transition night (or day, or afternoon) for parents/guardians and students getting ready to go to a new school. Help answer questions, relieve anxieties, and build involvement and support.

AVID Parent/Guardian Survey Example

Dear Parents/Guardians,

As we are both teachers and parents/guardians, we know how important it is for you to be involved in your child's education. Therefore, we will be making it one of our goals for next year to make better connections with our parents. We want your child to be successful, and your participation is the key to that success. Please take a minute and complete the following survey so that we may plan events to better serve our AVID families.

Sincerely,

School AVID Team

AVID Parent/Guardian Survey

Circle the letter of response.

1. I would like to have parent/teacher conferences:

    a. Never   b. Once a semester   c. Once a year

2. I would like my student to participate in an afterschool tutoring program:

    a. Never   b. Once a week   c. Twice a week

3. The best time for me to attend AVID Family Events is:

    a. Not interested

    b. Tuesdays after 5:30 PM

    c. Thursdays after 5:30 PM

    d. Saturday mornings (before 12:00 PM)

    e. Saturday afternoons (after 12:00 PM)

4. AVID Family Events that I would be most interested in attending include (circle all that apply):

    a. Family social potluck gatherings

    b. Information on how to apply to college

    c. Financial aid and scholarships

    d. Study skills workshop

AVID Parent/Guardian Survey Example

e. Internet safety (how to help keep students safe on social media)

f. Helping your student choose a major

g. Family community service (an opportunity for you to do service with your student)

h. Getting to know our school district (learn about K–12 programs offered in our district and meet administrators from the district)

i. Challenges of pre-AP/AP® classes: What is dual credit?

j. How to help prepare your child for the SAT® and ACT®

k. Choosing high school classes and making a four-year plan

5. I would be willing to volunteer with supporting AVID activities at school:

a. Yes   b. No

6. Please write any other way in which we could help our parents/guardians become more involved and feel connected to our school and AVID.

Student Name: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Encuesta de AVID para los padres o tutor

Estimados padres de familia/representantes legales,

Ustedes como padres de familia y nosotros como profesores conocemos que tan importante es estar involucrados en la educación de su hijo/hija. Por lo tanto, una de nuestras metas para el próximo año será mejorar la comunicación con los padres de familia/representantes legales. Queremos el éxito para sus hijos/hijas y su participación es la clave para el éxito. Les agradeceríamos si por favor toman unos minutos para contestar la encuesta siguiente con el fin de que podamos planificar eventos para servir mejor a las Familias de AVID.

Sinceramente,

School AVID Team

Encuesta para los padres de familia de los estudiantes de AVID

1. Me gustaría asistir a conferencias entre padre/profesor:

    a. Nunca   b. una vez por semestre   c. una vez al año

2. Me gustaría que mi hijo/hija participe en un programa tutorial después de la escuela:

    a. Nunca   b. una vez por semana   c. dos veces por semana

3. El mejor tiempo para asistir a eventos programados para la *Familia AVID* es:

    a. no estamos interesados

    b. Martes después de las 5:30

    c. Jueves después de las 5:30

    d. Sábados en la mañana (antes de las 12:00)

    e. Sábados en la tarde (después de las 12:00)

4. Los eventos para la *Familia AVID* en que estarían más interesados en asistir **(indique con un círculo todos los que le interesen):**

    a. Reuniones sociales "pot-luck"

    b. Información en cómo aplicar al colegio

    c. Cómo conseguir ayuda financiera y becas

    d. Asistir a talleres para aprender a cómo estudiar

Encuesta de AVID para los padres o tutor

e. Seguridad en la internet – cómo ayudar a los niños para que estén seguros usando lugares de la Internet como "myspace.com"

f. Aprender cómo ayudar al estudiante a escoger una carrera

g. Ayuda a la comunidad – oportunidad para que usted en compañía de su hijo ayuden a la comunidad

h. Conozcamos a BISD – familiarizarnos con los programas que ofrece BISD de K-12 y conocer a los administradores del distrito

i. Saber el desafio que presentan la clases PAP/AP. Qué es doble crédito?

j. Cómo ayudar a su hijo/hija a que se prepare para los exámenes SAT y ACT

k. Escogiendo clases en BHS y creando un plan para los cuatro años

5. Les gustaría trabajar de voluntarios en el Programa AVID:

a. Si   b. No

6. Les agradeceríamos sus sugerencias sobre de qué otra manera podríamos ayudar a que los padres se involucren más y se sientan conectados a nuestra escuela y al Programa AVID.

Nombre del estudiante: _____

Nombre del padre de familia/representante legal: _____

Firma del padre: _____

SMART Goals for Family Workshops

- SMART goals for sites:

  - Specific

  - Measureable

  - Action-Oriented

  - Reasonable

  - Timely

- Which workshop(s) will our site host this year?

- On what date(s) will we hold the workshop(s)?

- Who will be the facilitator(s) for the workshop(s)?

- Who will be involved with the planning, preparation, and facilitation of the workshop(s)?

AVID Family Event Planning Template: Brainstorm

Planning Item	Notes
Format What style of presentation will be used?	
Goal What is the purpose for participants?	
Time/Length What time of day will this occur? How long will this last?	
Audience Who is the intended audience? New? Experienced? Home Language? Size of audience?	
Location Where will this take place? How much space is needed?	
Supplies/Budget What materials are needed? Refreshments? Handouts? Audio/Video? Translator?	
Site Team Members Who will assist? Parents/ Guardians? Students? Which site team members?	

AVID Family Event Planning Template: Detailed Agenda

Time	Activity/Materials	Person Responsible
	Welcome and Introductions	
	Explanation of Event Goal(s)	
	Event Detail	
	Event Detail	
	Event Detail	
	Event Detail	
	Questions and Reflections	

6.8 Creating an Articulation Plan

Educator Objective

Educators will create an articulated plan that will outline the desired skill development of their students through the duration of their elementary education.

Overview

One critical aspect of any student's education is establishing a strong balance between delivery of content and the skills that enable students to access that content. Thus, clearly articulating an aligned plan—where skills are purposely and strategically built upon from year-to-year throughout a student's elementary career—provides a foundation for long-term educational success.

Materials/Set-Up

- Teacher Resources:
  - 6.8a: Considerations When Developing an Articulation Plan
  - 6.8b: Articulation Plan
  - 6.8c: Articulation Plan Example
  - 6.8d: AVID Elementary WICOR Progression Matrix Example

Instructional Steps

- Have all members of a school's site team gathered, with representation from every grade level that will be involved in the articulation process.
- Consider which areas will be most beneficial to articulate and record those on Teacher Resource 6.8b: Articulation Plan, under the "Alignment Topics" heading.
  - Topics to consider when beginning articulation discussions might include: WICOR, College Culture, Successful Student Skills, and Goal Setting.
  - For examples to aid the articulation process, see the following Teacher Resources: 6.8c: Articulation Plan Example and 6.8d: AVID Elementary WICOR Progression Matrix Example.
- Start with the end in mind. When the site has identified the area(s) where grade-level articulation is needed, begin by creating a statement that reflects what students should be able to do when they exit from the elementary school.
- Before beginning the process of examining each grade level's skill development, discuss items from Teacher Resource 6.8a: Considerations When Developing an Articulation Plan, which might aid in creating a meaningful Articulation Plan.
- Begin breaking out key skills, materials, and activities that are needed at each grade level.
- Once the Articulation Plan is complete, discuss with all teachers on campus and adjust the plan as needed.

To adapt this lesson for primary classes:

- Realize that the primary grades are students' first exposure to the systems and processes of their approach to school. Thus, having the class systems and processes align with a holistic articulation plan will contribute to a smooth journey through the students' elementary career.
- Although students are learning foundational skills during these years, such as learning to read and write, consider what can be aligned and modeled that is consistent with the larger articulation plan. Some examples might include:
    - Types of questions asked to students during reading
    - Anchor charts modeling two- and three-column notes
    - Graphic organizers, which are consistent with long-term note-taking goals

Extension

- To increase rigor, revisit the articulation plan annually to modify each grade level's expectations in order to yield greater results.

Considerations When Developing an Articulation Plan

When creating grade-level expectations, consider the following elements:

- Have representation from all grade levels where articulation work is being done.
- Keep the end results of the expected student skills/attributes in mind.
- Approach this work with the thought, "What will be best for the student during their education at our school?" and not "What is most comfortable/familiar for me as a teacher?"
- Be willing to adjust/alter some personal processes and systems when a more consistent (i.e., holistic) system can be put in place to make skill development smoother for the students from year-to-year.
- Work to make sure that each grade level begins with the skills from the previous grade level and know what skills need to be in place for the next grade level.
- Trust that the teachers in the previous grade levels have/will do their part in student preparation.
- In terms of the holistic skill development, do your part to ensure that students are prepared for the next grade level.
- Have rigorous, but realistic, goals about what skills can be developed at each grade level.
- Think of systems and processes that will make student transitions from year-to-year easier. For example, color-coded folders (e.g., blue – math, red – reading), common colors for highlighting, what layers should be included in notes, etc.
- Try to move skills/strategies to the lowest levels where they can realistically be accomplished, keeping in mind what is developmentally appropriate and differentiated for all students. Then, consistently use those skills/strategies as students progress through grade levels.

Articulation Plan

Grade	Alignment Topic 1:	Alignment Topic 2:	Alignment Topic 3:	Alignment Topic 4:
Kindergarten				
1st Grade				
2nd Grade				
3rd Grade				
4th Grade				
5th Grade				
6th Grade				
Desired Skills When Exiting the School				

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Lifelong Advantage.

Articulation Plan Example

Grade	Alignment Topic 1: Organizational Tool	Alignment Topic 2: Note-Taking	Alignment Topic 3: Agenda/Planner	Alignment Topic 4: Levels of Questions
Kindergarten	*Utilization of bins/baskets *Homework folder	*Focus on set up of notes *Highlight key words from notes	*Check off weekly duties on whiteboard	*Ask and answer Level 1, 2, and 3 questions in reciprocal teaching and close reading (orally)
1st Grade	*Keeping desks clean, use of materials container, books, organized, random desk checks *Communication folder	*Teacher-introduced main ideas *Provide Cloze note-taking activities	*Check off weekly duties on whiteboard and on preprinted homework folder	*Ask and answer Level 1, 2, and 3 questions in reciprocal teaching and close reading (orally)
2nd Grade	*Keep backpacks clean and organized *Perform backpack checks *Decide as a grade level what will be kept in desks *Notebook/spiral	*STAR *Focus on students taking notes with guidance	*HW recorded daily *Record spelling words *Home/school connection *Adult signs daily	*Ask and answer Level 1, 2, and 3 questions in reciprocal teaching and close reading (orally)
3rd Grade	*Binder with color-coded dividers, includes a green divider for science *Pencil pouch with contents	*Note-taking is done by students *Introduce questions on the left for two- and three-column notes	*Agenda planner to record daily HW *Check off HW/duties *Home/school connection *Adult signs daily	*Introduce and identify Level 1, 2, and 3 questions
4th Grade	*Binder with pencil pouch *Dividers *Backpack *3-colored, 2-pocket folder (SLA, ELA, and SS) *Two spiral notebooks *Color-coded divider	*Using STAR independently *Focus on layered notes *Focus on students developing higher level questions on the left side of the page	*Record daily HW and highlight in yellow *Check off HW/duties when complete *Home/school connection *Adult signs daily *Record weekly Learning Goals	*Able to independently identify Level 1, 2, and 3 questions
5th Grade	*Backpack *Chapter book *Two Folders (ELA and Math) *Binder with pencil pouch *Dividers	*Writing own higher level questions (either guided or in groups) *Evidence of making connections *Choosing type of notes (2- or 3-column) and headings in small groups	*Agenda planner in binder *Record daily HW and highlight in yellow *Assignments/projects highlighted in pink *Draw in box and check off HW/duties *Adult signs daily	*Able to independently identify and create Level 1, 2, and 3 questions
6th Grade	*Backpack *Binder pouch, five color-coded dividers, pocket folder for HW and notes	*Notes on the right and questions on the left side of the page *Utilizing Essential Questions and summaries	*Agenda planner in binder *Write in learning objective, HW, and weekly goals *Highlight HW in yellow *Highlight special projects in pink *Check off HW/duties *Written learning targets	*Able to independently identify, create, and answer Level 1, 2, and 3 questions
Desired Skills When Exiting the School	*Students will be able to keep track of homework, self-monitor organizational level, and independently adjust organizational practices.	*Students will be able to take two- and three-column notes in all subject areas for a variety of purposes (e.g., lecture, reading, project).	*Students will be able to independently manage their time and ensure that school tasks are completed in a timely fashion.	*Students will be able to distinguish the various levels of questions and generate questions that drive them to deeper levels of understanding.

AVID Elementary WICOR Progression Matrix Example

The progressions align with implementation of WICOR components for the Agenda/Planner (Calendar), Organizational Tool, Note-Taking, and Levels of Thinking.

Writing:

Note-Taking

Foundations K-2	Foundations 3-6		Bridges 6–8
Teachers model the use of note-taking on anchor charts using 2- or 3-column format	Teachers model note-taking for students in 2-and 3-column format	Teachers provide direction and structure for notes	Teachers provide direction and structure for 2- or 3-column notes; may be ready for Cornell notes
Students interact with 2-or 3-column anchor charts	Students listen to think-aloud and copy notes	Students take independent notes	
Students use 2- or 3-column formats simplistically, with letters and pictures	Notes all look identical, due to modeling	Content of notes varies by student	Content of notes varies by student

Inquiry:

Levels of Thinking

Foundations K-2	Foundations 3-6	Bridges 6–8
Teachers *explicitly integrate* levels of thinking into daily lessons	Students able to *identify* all three levels of questions/statements	Students able to *independently identify* all three levels of questions/statements
Teachers *model* the use of leveled questions and encourage students to ask questions	Students *begin to create* questions/statements	Students able to *create* all three levels of questions/statements
Teachers understand the importance and purpose of levels of thinking	Students able to *answer* all three levels of questions	Students able to *answer* all three levels of questions

AVID Elementary WICOR Progression Matrix Example

Organization:

Agenda/Planner (Calendar)

Foundations K-2	Foundations 3-6		Bridges 6–8
Calendar/Agenda is pre-printed with important dates and class schedule	Homework assignments recorded daily	Homework assignments recorded daily	Homework assignments recorded daily
Families interact with Calendar/Agenda by adding activities	Daily parent signature	Daily parent signature	Daily/weekly parent signature
Calendar/Agenda stays in Organizational Tool	Self-monitoring system	Study/homework plan for long-term assignments	Study/homework plan for long-term assignments
Students begin self-monitoring		Self-monitoring system	Upcoming due dates for projects/tests

Organizational Tool

Foundations K-2	Foundations 3-6		Bridges 6–8
Backpack, folders, supply box, desk/table	Format: Composition books, folders, or spiral notebooks	Format: 3-ring binder with dividing system	Format: 3-ring binder with dividing system
Classroom organization promotes student independence	Homework folder	System within binder to keep track of homework	System within binder to keep track of homework
Student responsibility	Pencil box or pouch for supplies	Pouch in binder for supplies	Pouch in binder or backpack for supplies
	Self-monitoring system	Self-monitoring system	Self-monitoring system

Observational Tool

Educator Objective

Educators will engage in discussions around the level of implementation on a variety of AVID strategies and methodologies.

Overview

Receiving quality feedback is a key step in the desire for improvement. It is critical to understand that this observational tool is not designed to be punitive in nature, but rather, to inform about current practices and open up possibilities of how educators can further AVID implementation across the entire school. Additionally, the Site Observation Form is not designed to be used only by administrators; it can also be used as a peer walkthrough form for teachers to collect their own insights about other teachers' instructional practices.

Materials/Set-Up

- Teacher Resource:
  - 6.9a: AVID Elementary Foundations: Site Observation Form

Instructional Steps

- The first key to utilizing Teacher Resource 6.9a: AVID Elementary Foundations: Site Observation Form is to determine the purpose and desired outcomes of utilizing the tool.
- Some potential purposes would include:
  - Peer-to-peer observations and discussions
  - Site team observations
  - Lesson studies where the components of AVID are being explored (i.e., long-term professional development where teachers work together to study and research their instruction in order to determine a plan for how to help their students learn best)
  - Administrative walkthrough
  - District Director walkthrough
- During classroom visits, the focus should be on Essentials 1 and 2: Instruction and Culture.
- Essentials 3 and 4, Leadership and Systems, are about the long-term structures that support the AVID System more holistically.
- During the walkthrough, there are two key aspects to understand:
  - There is <u>no way</u> that every box will be checked.
  - It is also possible that not every aspect of WICOR will be seen during a single visit, depending on the length of the visit. However, all aspects of WICOR should be seen over the course of several classroom observations.

- Conduct the observation by checking the boxes of the AVID strategies that are observed.
- Use the "Notes" column to record aspects of instruction that are working well and potential areas of improvement.
- It is critical to debrief the experience with the teacher.
- Debriefs should be seen as an opportunity for growth and reflection, rather than fear of punitive actions.

To adapt this lesson for primary classes:
- The AVID strategies listed have suggested modifications for primary classes.
- During visits, record other primary adaptions to strategies and share them at the next site team meeting.

Extension

- To increase rigor, consider having site teams conduct a lesson study where they share WICORized lessons, and subsequent class observations are conducted.
- To increase scaffolding, spend time building a rapport with the teacher that will be observed. Be sure that sufficient relational capacity is present, which will support the teacher being receptive to feedback.
- To integrate technology, go to the *AVID Elementary Foundations: A Schoolwide Implementation* Resource webpage on MyAVID for the digital version of the Site Observation Form.

AVID Elementary Foundations: Site Observation Form

Site: _____ Grade Level (s) _____ Date: _____

Year Implemention Began: _____ District/Complex/Region: _____

Site Administrator: _____ District Director: _____

AVID Center Team Member: _____

Current Status: _____

Essential 1: Instruction – Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn (WICOR), is the foundation for instruction in AVID Elementary classrooms.		
Components	**Look-Fors**	**Notes**
Writing to Learn Reflection tools utilized to enhance comprehension	2-Column Notes One-Pagers 3-Column Notes KWLA D-L-I-Q Quickwrite Learning Log Stretch Journal	
Inquiry Teacher models Levels of Thinking Inquiry is incorporated into core subjects intentionally Visuals (e.g., posters, handouts) provided for, and used by, students	Essential Questions Students demonstrate understanding of Levels of Thinking Level 1 Level 2 Level 3 Students identify Visually Students create Verbally Students answer Notes Socratic Seminar Fishbowl Simultaneous Triad Philosophical Chairs	

Collaboration
 	
 Collaboration incorporated into core subjects
	Call and Response
	 Activities for collaborative learning:
	    Team Huddle
	    Helping Trios
	    Four Corners
	    Numbered Heads
	    Think–Pair–Share
	    Line-Ups
	    Jigsaw
	    World Café	

AVID Elementary Foundations: Site Observation Form

Essential 1: Instruction – Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn (WICOR), is the foundation for instruction in AVID Elementary classrooms.		
Components	**Look-Fors**	**Notes**
	Layout and organization of the classroom promotes collaborative learning Study Buddies, Study Groups, and/or Focus Groups Teachers and students promote a scholarly environment by utilizing scholarly language	
Organization ☐ Teacher models the expectations of organized materials, an organized environment, and organized thinking	Agenda/Planner, assignment calendars utilized as academic and communication tools Organizational Tools enhance academic success Graphic organizers are used to organize thoughts Time management skills embedded and modeled Teacher incorporates time management behaviors (e.g., homework plans, backwards mapping)	

Reading to Learn
 	
☐ Teacher models a variety of reading-to-learn strategies
	Students exhibit and utilize at least three reading-to-learn strategies:
	Key Reading Strategies:
	    Making Personal Connections
	    Summarizing
	    Visualization
	    Making Predictions
	    Marking the Text
	    Writing in the Margins
	    Posing Questions
	Comprehension Strategies:
	    Learning/Word Walls
	    Frayer Model
	    Analyze a New Idea
	    FLIP Strategy	

AVID Elementary Foundations: Site Observation Form

Essential 2: Culture – AVID Elementary sites incorporate rigorous, relevant, differentiated opportunities for all students in an environment that promotes college readiness.		
Components	**Look-Fors**	**Notes**
Empowering Students Activities geared toward empowering students are incorporated into the classroom and are evident in student behaviors	SLANT incorporated as scholarly behavior cue Public speaking skills embedded and modeled Students exhibit positive self-advocacy skills Evidence of balance of responsibilities between student and teacher Active questioning during discussions Confidence to question or disagree (with respect) with peers or the teacher Students exhibit strong communication skills (e.g., writing, listening, speaking) Atmosphere of high expectations and college-going culture (e.g., posters, banners) Goal-setting strategies: individual, group, and/or class	

Essential 3: Leadership – AVID Elementary leaders support, guide, and facilitate AVID Elementary implementation for all students.		
Components	**Look-Fors**	**Notes**
Partnerships Intentional efforts are made to form partnerships between classrooms, leadership, and families	Assessment tool data is utilized to inform instruction Pre-/mid-/post-assessment data has been collected Site-level data has been collected and submitted to District Director Grade-level team meets at least monthly to articulate and calibrate AE Essentials Site principal meets at least quarterly with AE Leadership Team District Director visits with site principals and/or implementing classrooms at least monthly to support implementation process and progress Families are informed about AE and invited to home/school workshops (at least two times per year)	

AVID Elementary Foundations: Site Observation Form

Essential 4: Systems – AVID Elementary sites align their systems by utilizing accountability, articulation, assessment, and calibration to ensure the quality of AVID Elementary implementation.		
Components	**Look-Fors**	**Notes**
Accountability Articulation Assessment Calibration	Site administrator documents and oversees specified resources to support implementation and sustainability of AE across the site Other data collected to evaluate the positive impact of AE implementation Pre-/mid-/post-assessment data has been collected and disaggregated to inform instruction Site team meets to refine Site Plans Site team makes connections with the feeder pattern to calibrate and articulate implementation of AVID Elementary	

Commendations

Additional Coaching Questions

6.10 Site Teams

Educator Objective

Educators will create an AVID site team based on voluntary participation and consisting of administrators, counselors, teachers, and others who will work together to implement AVID across the entire school site.

Overview

Members of the AVID site team meet regularly to deepen implementation of AVID strategies schoolwide by focusing on the AVID Essentials: Instruction, Culture, Leadership, and Systems. This interdisciplinary team drives schoolwide changes by identifying priorities and setting grade-level and schoolwide goals in order to provide rigorous content and instruction, and develop a college-going culture for all students.

Materials/Set-Up

- Teacher Resources:
  - 6.10a: The AVID Site Team on Campus
  - 6.10b: AVID Elementary Site Team Members
  - 6.10c: Site Team Meetings Calendar Template
  - 6.10d: Critical Questions for AVID Site Team Planning: Elementary

Instructional Steps

- Review Teacher Resource 6.10a: The AVID Site Team on Campus to create a purpose and structure of the team. The AVID site team is the driving force of AVID implementation and should be viewed as part of the school leadership.
- Use the aforementioned resource to help select the appropriate AVID site team for each site.
  - Teacher Resource 6.10b: AVID Elementary Site Team Members outlines the roles and responsibilities for required members, as well as optional ones.
  - The commitment of the teachers and a strong level of administrative support will impact the effectiveness of the site team.
  - Assign a Site Team Leader to assist the building administrator with overseeing the work of the site team.
- Once the site team has been created, visit the *AVID Elementary Foundations: A Schoolwide Implementation Resource* webpage on MyAVID to download and use the AVID Elementary Site Team Months at a Glance resource to review and prioritize the work of the team throughout the year.
  - This resource will help ensure that Certification, assessment, and data collection deadlines are met, as well as the success of other vital work.
  - The school administrator and the Site Team Leader should use this resource to plan meetings and inform other site team members.

- Use Teacher Resource 6.10c: Site Team Meetings Calendar Template to plan and schedule monthly meetings throughout the school year.
  - To ensure that site team members are available to attend all meetings, the site team meetings should be on the school master calendar, as well.
  - The objectives and activities at each meeting should be focused around the topics outlined on the Site Team Months at a Glance resource.
- Visit the *AVID Elementary Foundations: A Schoolwide Implementation Resource* webpage on MyAVID to download and use the AVID Site Plan in order to create site team goals and action steps for the year. The Site Plan can have as few or as many goals as appropriate for the district or site. One option for creating goals is to create one goal for each of the four Essentials (schoolwide domains): Instruction, Culture, Leadership, and Systems.
  - Each goal should align to an Essential.
  - Each goal should include action steps, evidence, timelines, resources needed, connections to other work, and a commitment from each site team member.
  - The Site Plan should be driven by the information submitted on both the Initial Self-Study (ISS) and Certification Self-Study (CSS).
  - Site teams should use Teacher Resource 6.10d: Critical Questions for AVID Site Team Planning: Elementary to help guide the creation of the Site Plan.

Extension

- To integrate technology, use an online platform, such as Google Drive, to upload documents and create an interactive set of tools and resources for the site team to access. This will ensure that each member is able to view and plan using the most current information. Schools can also create an electronic portfolio in order to keep meeting agendas, Certification documentation, evidence, and examples of student work.

The AVID Site Team on Campus

What is the AVID site team?

The AVID site team is a voluntary team of administrators, counselors, teachers, and others who work together to close the achievement gap and provide college readiness for all students by implementing AVID across their school site.

What is the purpose of the AVID site team?

Since the inception of AVID in 1980, interdisciplinary site teams have driven the schoolwide changes sought by AVID and have provided a framework for examining effective teaching and learning practices and promoting collegial interaction within an individual school (Swanson, 1995). Site team members collaborate to promote and provide access to rigorous content and instruction, and develop a college-going culture for all students, elementary through secondary, by guiding the implementation and deepening of AVID's four domains—instruction, culture, leadership, and systems—on their campus.

- *Instruction:* The site team supports improved academic performance and college readiness for all students by utilizing AVID strategies (WICOR), other best instructional practices, and 21st century tools.
- *Culture:* The site team promotes beliefs and behaviors that reflect and demonstrate a college-going culture.
- *Leadership:* The site team promotes the vision and tone of college readiness and high expectations for all students by taking a leadership role in the growth of AVID on campus.
- *Systems:* The site team actively promotes open access to rigorous curriculum and improved academic performance for all students.

What does the AVID site team do?

Using the AVID Certification Self-Study and AVID Essentials as a framework, the site team:

- Develops and implements the Site Plan
- Collects evidence to illustrate support for student access to, and success in, rigorous curriculum
- Models and shares effective WICOR strategies and academic success skills across content areas
- Analyzes school and student data in order to provide relevant professional learning at their site
- Sets high expectations for all students, faculty, and parents in regard to student achievement and college readiness
- Addresses equity issues/barriers on campus
- Supports, at the secondary level, the needs of the AVID Elective (e.g., recruitment, tutor training, student support, college readiness and awareness)

How does the site team function?

As described in the AVID Essentials, members of the site team regularly attend AVID Summer Institute and complete a Site Plan, identifying priorities and setting goals to deepen implementation of AVID strategies. Led by an AVID administrator or AVID coordinator—and with the support of a District Director—the AVID site team meets regularly during the school year to support the implementation of the Site Plan and address issues of access and equity, implementation of WICOR strategies in all classrooms, identification and recruitment of AVID students (at the secondary level), and outreach to develop family connections.

The AVID Site Team on Campus

What does it mean to be a site team member?

Historically, the AVID site team has been a catalyst for creating schoolwide change. Site team members are motivators and collaborators who work together to promote high standards for students and a college-going culture on campus. To be a member of the AVID site team means that one is willing to take part in site team meetings, move the AVID vision forward, and when necessary—within one's sphere of influence—speak up and act. Site team members take on the role of student and schoolwide advocates for issues of access and equity in regard to rigorous curriculum, engaging and culturally relevant teaching practices, and college readiness for all students. Site team members plan, implement, reflect on challenges, and celebrate small wins together in order to meet the AVID mission of closing the achievement gap and providing college readiness for all students.

AVID Elementary Site Team Members

Roles and Responsibilities

Site Team Members

- District Director
- AVID Elementary Administrator
- AVID Elementary Site Principal
- AVID Elementary Teacher(s)

Additional/Possible Site Team Members:

- Elementary Counselor(s)
- Parents/Families
- College/University Affiliates
- Community

AVID District Director

- Acts as a liaison between the district and AVID Center
- Oversees AVID Elementary implementation
- Provides programmatic, philosophical, moral, and financial support of AVID within the district
- Approves and submits Certification documents and Site Level Data for all active sites
- Visits, coaches, guides, and supports implementation sites and staff to reach Certification
- Coordinates with other District Directors to facilitate vertical and horizontal articulation meetings between elementary, middle, and high schools within the district
- Attends Summer Institute, facilitates site teams, attends AVID District Leadership trainings, and keeps relevant parties abreast of AVID updates

AVID Elementary Administrator

- Site or central office personnel who coaches and guides the implementation of AVID Elementary
- Assists teachers in disaggregating Student Level Data (pre-/mid-/post-assessments)
- Attends Summer Institute and/or other AVID trainings for administrators
- Visits implementing AVID Elementary classrooms and supports and promotes the use of AVID strategies and WICOR schoolwide
- Models and provides professional learning on AVID methodologies for other staff members of the school

AVID Elementary Site Principal

- A key stakeholder as the instructional leader for the AVID Elementary site
- Oversees Certification and implementation process
- Provides philosophical and financial support for AVID teachers and students
- Acts as a liaison with district administration
- Is an active member of the AVID site team and attends Summer Institute
- Inputs and submits AVID Elementary Site Level Data
- Assists teachers in disaggregating Student Level Data (pre-/mid-/post-assessments)
- Coordinates AVID with other categorical and core curricula programs to provide alignment

AVID Elementary Site Team Members

- Communicates and encourages support for AVID teachers, parents, and community
- Contacts community partners and organizations for support in obtaining materials, such as notebooks, folders, supplies, etc.
- Visits implementing AVID Elementary classrooms and supports and promotes the use of AVID strategies and WICOR schoolwide
- Models and provides professional learning on AVID methodologies for other staff members of the school

AVID Elementary Teacher(s)

- Sets high expectations for student achievement and monitors students' progress
- Implements AVID Elementary daily and works directly with students
- Promotes the use of the WICOR strategies by all students in all classes
- Conducts pre-/mid-/post-assessments on student use of the agenda/planner, organizational tools, note-taking, and inquiry
- Disaggregates Student Level Data and measures against Site Plan for implementation
- Assists the site team with Certification and data collection (including Student Level Data assessments) and gathers Essentials artifacts to verify levels of performance for the Certification Self-Study
- Is an active member of the site team, promoting schoolwide use of WICOR strategies
- Models and provides professional learning regarding AVID methodologies for other staff members of the school
- Is committed to student success and improved student learning
- Trained in, understands, and enthusiastically implements AVID methodologies, materials, and strategies in classroom instruction

Elementary Counselor(s)

- Works closely with the secondary AVID coordinator to develop a plan for articulation and recruitment of exit grade-level students into the secondary AVID Elective
- Promotes AVID Elementary methodologies and counsels/educates students and parents on overcoming obstacles and breaking stereotypes
- Establishes links with counselors at other AVID sites and grade levels to develop articulated methods to support AVID Elementary implementation for teachers, students, and families
- Supports teachers with implementation by incorporating AVID Elementary student success skills into regular counseling lessons
- Participates in AVID activities, such as field trips, family workshops, and site team meetings

AVID Elementary Site Team Members

Parent(s)/Guardian(s)/Families

- Provide emotional, philosophical, and academic support to students by:
    - Showing interest in their students' schoolwork
    - Providing students with a time and a place to study
    - Insisting that students do their homework and class assignments
- Attend AVID Elementary functions and activities
- Advise and assist their students to develop responsible decision-making

College/University Affiliates

- Provides motivational/informational speakers
- Promotes a mentor program
- Provides opportunities for AVID Elementary students to visit the college campus
- Partners with the district/school to provide college informational materials for implementing elementary campuses to feature in classrooms/hallways

Community

- Supports the goals of the AVID Elementary campus and its students
- Positively reinforces the importance of education
- Shares information about various career options and serves as guest speakers on elementary Career Days

Site Team Meetings Calendar Template

Standard Meeting Time: _____   **Day of Month:** _____

Date	Topic(s)	Objective(s)	Activities	Evaluation
	Roles and tasks	Determine individual roles and responsibilities. Schedule group tasks for the year.	Review Site Team roles and responsibilities. Determine tasks for team and match tasks to team members. Establish lead person for each task, develop timeline, and plan to revisit tasks periodically.	Tasks and roles are clear. Timeline is developed.
Sept. __				
Oct. __				
Nov. __				
Dec. __				
Jan. __				
Feb. __				
Mar. __				
Apr. __				
May __				
Summer				

Critical Questions for AVID Site Team Planning: Elementary

General Overarching Questions: Implementation

- What are we hoping to accomplish with our implementation this year?
- What is the vision for AVID Elementary implementation:
    - …Across the site?
    - …Across the grade level?
    - …Through our feeder pattern?
- What approaches/strategies are we planning to use to accomplish those goals?
- What Certification Indicators will we identify to determine how successful we are?
- What Certification Indicators are we identifying as areas of focus?
- What Certification Indicators are we identifying as areas of challenge?
- What is our district and/or site multi-year plan for AVID Elementary implementation?
- Who needs to be involved in conversations about AVID Elementary that are not yet at the table?
- In what ways do we plan to communicate with district-level stakeholders, the superintendent, school board, etc., on the status of implementation, its successes, and opportunities for growth?
- How will students have an opportunity to share their powerful voices with key stakeholders and decision-makers?
- How is the progress of the AVID implementation reported in leadership meetings?
- Do both district-level and site faculty and staff understand the purpose of AVID Elementary and understand how they can support students, families, and teachers?

Essential One: Instruction

Writing to Learn:

- How are lessons designed so that students refer back to, and interact with, notes?
- What strategies or evidence are embedded in the classrooms with regard to reflective writing and higher order thinking in core subject areas?
- With what frequency are we requiring reflective writing in the classrooms?
- How are implementing teachers differentiating for all students?
- What are some examples of reflective writing in core subject areas?
- How might we improve reflective writing with our students?
- What methods of organization are used (and at what grade levels) by students to organize their learning through note-taking? How does rigor increase with each grade level?
- How are we utilizing two-column notes, three-column notes, graphic organizers, and student-created formats to reinforce reflective writing?

Inquiry:

- Describe your agreed-upon site goals for implementation of Costa's Levels of Thinking.
- What evidence do we currently look for when visiting classrooms that demonstrate students' ability to identify, write, ask, and answer all Levels of Thinking?
- What strategies are teachers/students using to promote higher order thinking?
- What resources do teachers/students have and currently utilize that support inquiry (Site-Based Core Content Curriculum, WICOR Lesson Templates, AE Weekly, *AVID Elementary Foundations: A Schoolwide Implementation Resource, AVID Elementary Bridges*?
- In what ways are we encouraging/modeling/expecting inquiry on note-taking?
- In what ways are students exhibiting/engaging in and producing inquiry within their note-taking?

Critical Questions for AVID Site Team Planning: Elementary

- When reviewing WICOR lesson plans, are all levels of inquiry represented in the lesson plan cycle on a daily basis and across content areas?
- What opportunities do we provide students to be engaged in all Levels of Thinking?
- What opportunities are being provided to engage students in Socratic methodologies?

Collaboration:

- What are our site goals regarding collaboration in core subject areas in the classroom?
- With what frequency are teachers implementing collaborative strategies in core subject areas?
- In what ways are classrooms physically structured to encourage collaboration?
- What evidence do we currently look for when visiting classrooms that demonstrate collaboration is effectively used on a regular basis?

Organization:

- What are our site goals around organization for the students? …For the teachers?
  - Agenda/Planner/Assignment Calendars/Homework Folders
  - Organizational Tools
    - *How do these expectations increase in rigor as students move up through the grade levels?*
- What systems/procedures are in place to ensure that students are successfully utilizing their organizational tools?
- In what ways are we modeling and encouraging student organization so that it becomes a part of site culture?
- In what ways are we fostering a "plan-ahead mentality" and effective goal setting for students?
- How are we providing instruction on how to effectively study and create study plans?
- How are we currently reinforcing self-monitoring with the agenda/planner/assignment calendars/homework folders and organizational tools?
- In what areas are students struggling with organization?
- In what areas are students successful?
- How are we supporting students and allowing for differentiation within organizational tools?
- How (as a site) are organizational tools reinforced as an essential component for daily success at school?

Reading to Learn:

- What reading-to-learn strategies are we regularly embedding in the classroom across ALL subject areas?
- What are site and grade level goals around reading-to-learn strategies in all core subject areas?
- What evidence indicates that AVID-Elementary-identified effective reading strategies are being utilized across the core subject areas?
- How can our site team help all subject-area teachers embed effective reading-to-learn strategies in daily lessons?

Essential Two: Culture

Empowering Environment:

- What are our current site- and grade-level goals this year for implementation of a college-going culture?
- What evidence would a visitor observe that supports our site goal of a college-going culture across our site?
- Are students able to articulate which middle school and high school they will be going to (do they

Critical Questions for AVID Site Team Planning: Elementary

understand their feeder pattern)? Are they thinking about what college/career they aspire to attend/have?

- In what ways has our site/district provided opportunities to understand transitions and expectations for middle/high/postsecondary sites?
- In what ways do we model/support/encourage/expect students to use scholarly language and behavior on-site?

Equity and Access:

- What purposeful grouping strategies/methods are currently employed in the classroom that ensure equity and access across race, gender, ethnicity, culture, and socioeconomic standing?
- In what ways is differentiation observable in the classroom?
- What discussions have grade levels had with site administration regarding their definition of, and goals around, differentiation? As a result of those discussions, do you have an agreed-upon definition and approach?
- When using the WICOR lesson planning template as a guide, are learning styles represented equally in daily lesson plans?
- Do all students have opportunities to experience and interact with students of different abilities, backgrounds, and perspectives in core subject areas?

Rigor:

- How are we engaging inquiry-based collaborative strategies to challenge and engage students in all core content areas?
- How often do we engage in using the WICOR lesson template to evaluate current lessons or adjust lessons to ensure that all components of WICOR, learning styles, and student success skills are embedded in daily lessons across the core subject?
- How would our site define rigor?

Secondary Readiness:

- How do grade levels (and students) define the academic expectations for all students?
- In what ways are we (grade levels, site, and feeder pattern) demonstrating and supporting students in appropriate academic behaviors for positive transitions to the next grade level/ academic setting?
- How do students articulate the academic path necessary to achieve their goals and be ready to pursue secondary/postsecondary academic and career goals?

Family Involvement:

- How has our site/feeder pattern involved families in supporting student success?
- What are our site team plans/goals regarding family workshops each year?
- What are our site expectations of families regarding their interaction/support of student success?
- In what ways has our site communicated and supported families in being successful in supporting their students?

Essential Three: Leadership

Principal Engagement:

- How has our principal and administrative team been involved in implementation?

Critical Questions for AVID Site Team Planning: Elementary

- What strands has our principal and/or administrator attended? How long ago?
- Does our administrative team attend AVID Professional Learning opportunities (National Conference, Summer Institute, ADL, Path trainings, e-learning)? How often?
- How does our principal/administrator engage us as an instructional leader?
- How does our principal/administrator coach and mentor us throughout the implementation process?
- How does our principal/administrator incorporate the AE Essentials and AE Philosophy into our daily instructional expectations?
- How does our principal/administrator engage us and support us with merging district/site imperatives or initiatives with our AE implementation?

Shared Purpose:

- Who currently serves on our site team?
- How often does our site team meet to review and revise our Certification instrument, Site Plans, student assessments, etc.?
- In what ways do we align our district initiatives with AVID Elementary strategies as a site team?
- Does our site team currently have community members (e.g., family, business, feeder pattern) and/or a student represented?
- How often do we provide family/community informational nights or events?
- What family/community workshops have we facilitated for AE awareness to build partnerships across the feeder pattern?

Essential Four: Systems

- How have the principal and Leadership Team ensured that specific resources (e.g., appropriate personnel, time, assessments, and funding) are in place for long-term sustainability of AE implementation?
- What data (other than AE student assessment and demographic data) can our site/district collect and process to evaluate positive impact of AE implementation?
- How are we following our students forward as they transition to courses of higher rigor across the feeder pattern?
- How often do we meet as grade-level teams with the principal/administrator and site teams to review student-level assessments and make instructional decisions based on the data?
- What systems/structures are in place at our site and district level that facilitate vertical and horizontal articulation and calibration of implementation?
- How often do we formally or informally assess students on acquisition of AE skills?
- What methods do we use to do these formal/informal assessments?
- What data is being collected to support the implementation progress? Who is responsible for keeping data records?
- What additional surveys or assessments would assist us with monitoring student success?
- How will the students' progress be followed and communicated from year-to-year at our site?
- What will we do with the information as students transition to the next site, and how will we communicate or transfer that knowledge to the next team?
- In what ways do we hold students accountable for expectations set forth by our Site Plans?
- How often are students creating SMART goals? Where do they record, monitor, and reflect on those goals?

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