The Student *Success Path*

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Teacher Guide

AVID PRESS®

SSP1S–20180731

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Log on to MyAVID resources frequently, as new items and supplemental materials are available and updated throughout the academic year.

www.avid.org

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An Overview of AVID

About AVID

AVID (Advancement Via Individual Determination) is a college-readiness system designed to increase the number of students who enroll in four-year colleges. Although AVID serves all students, it focuses on the least served students in the academic middle. The formula is simple—raise expectations of students and, with the AVID support system in place, they will rise to the challenge.

The AVID system has been adopted by thousands of schools representing almost every state, as well as many other countries and territories. Also, AVID is beginning to spread to elementary campuses, as well as postsecondary institutions. Schools and districts have taken AVID's methodologies and WICR strategies (writing, inquiry, collaboration, and reading) from the elective course and implemented them schoolwide and districtwide to impact student learning.

The AVID Student

AVID targets students in the academic middle—B, C, and even D students—who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college, and many are from low-income or minority families. AVID places these students into AP and Honors courses and puts them on the college track: acceleration instead of remediation.

The AVID Elective

Not only are students enrolled in their school's toughest classes, such as honors and Advanced Placement®, but also in the AVID Elective. For one period a day, they learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable. Their self-images improve, and they become academically successful leaders and role models for other students.

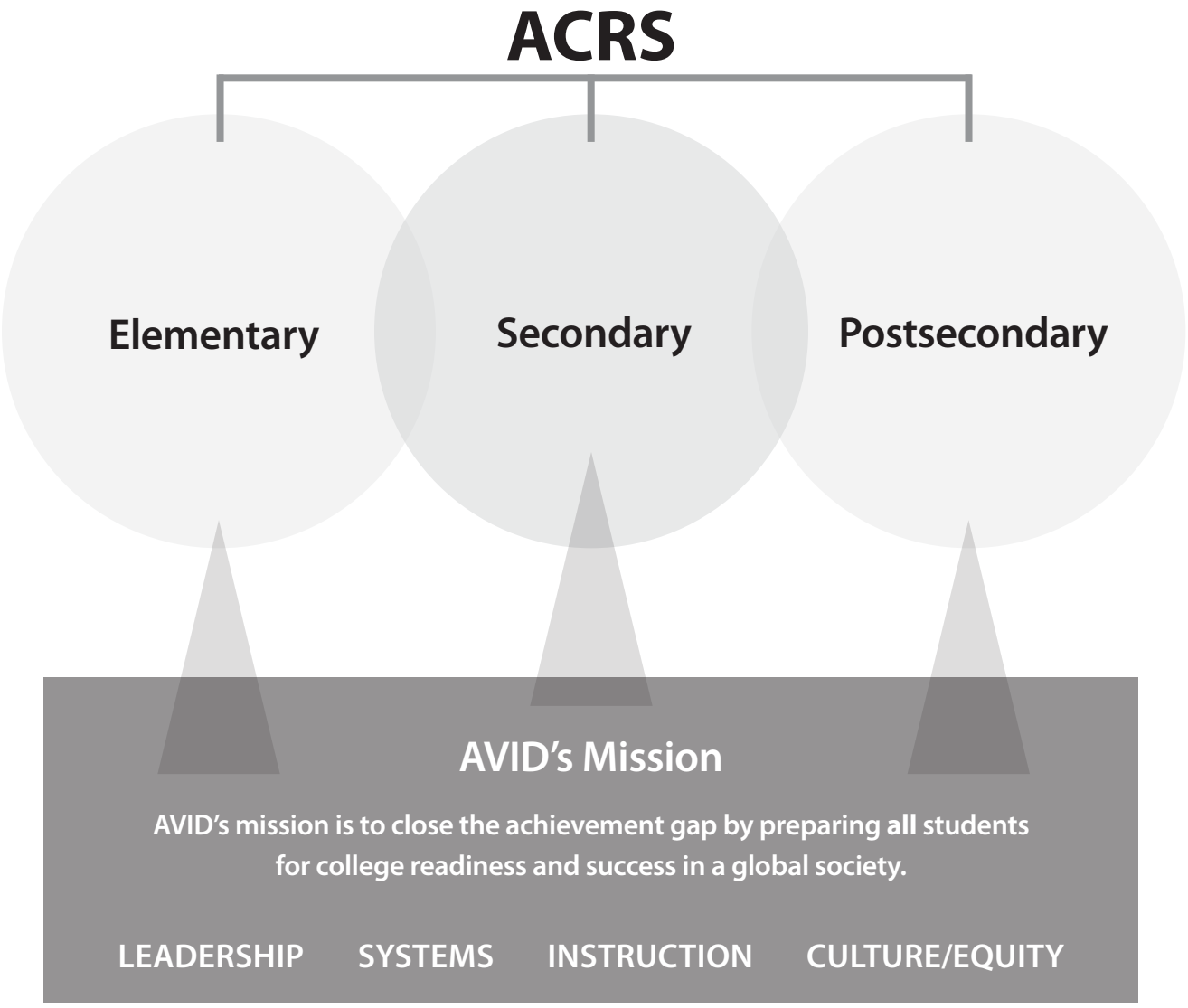
The AVID Curriculum

The AVID curriculum, based on rigorous standards, was developed by middle and senior high school teachers in collaboration with college professors. It is driven by the WICR method, which stands for writing, inquiry, collaboration, and reading. AVID curriculum is used in AVID Elective classes, in content-area classes in AVID schools, and even in schools where the AVID Elective is not offered.

The AVID Faculty

One key to a successful AVID program is a site coordinator/teacher who is a respected site instructional leader, who works well with secondary school personnel and college students and faculty, who can organize curriculum as well as activities, and who is committed to serving the needs of target students. The coordinator also works with colleagues to implement AVID methodologies schoolwide, to place students in college preparatory curriculum, and to work with counselors to guide students through the college application process.

AVID College Readiness System



The ACRS is a systemic approach toward college readiness and success that utilizes AVID's strategies and curriculum embedded in AVID Elementary, AVID Secondary (AVID Elective and Schoolwide), and AVID Postsecondary to achieve the AVID Center Mission.

Sample Middle Level Student AVID Agreement

ADVANCEMENT VIA INDIVIDUAL DETERMINATION

Name of Student _____ Enrollment date _____

AVID is an elective college preparatory program that prepares students to attend a four-year college upon high school graduation.

Student Goals:

1. Academic success in college preparatory courses
2. Successful completion of college eligibility requirements
3. Enrollment in college prep courses throughout high school to ensure enrollment in a four-year college or university after high school

Student Responsibilities:

1. Maintain at least a 2.0 in achievement and satisfactory citizenship and attendance in all classes.
2. Maintain enrollment in college preparatory classes.
3. Maintain an AVID three-ring binder with a calendar/agenda, Cornell notes, assignments in all classes, and tutorial sheets.
4. Take Cornell notes and/or learning logs in all academic classes.
5. Complete all homework assignments and commit to at least two hours of homework every night.
6. Participate in AVID tutorials at least twice a week.
7. Participate in AVID field trips and activities.

Student Agreement:

I agree to accept enrollment into the AVID Elective class, which will offer me academic support. I want to succeed, and I understand that I must take individual responsibility for my own success. I agree to remain in the AVID Elective class for at least one school year. I will be allowed to remain in AVID only if I meet the student responsibilities listed above.

_____

Student Signature

We agree to support the efforts of the student in meeting these goals.

_____ _____

Parent/Guardian Signature AVID Coordinator/Teacher Signature

_____ _____

AVID Counselor Signature AVID Administrator Signature

Sample High School Student AVID Agreement

ADVANCEMENT VIA INDIVIDUAL DETERMINATION

Name of Student _____ Enrollment date _____

AVID is an elective college preparatory program that prepares students to attend a four-year college upon high school graduation.

Student Goals:

1. Academic success in college preparatory courses
2. Successful completion of college eligibility requirements
3. Enrollment in four-year college or university after high school graduation

Student Responsibilities:

1. I will take responsibility for my own learning and maintain satisfactory citizenship and attendance in all my classes.
2. I will maintain a minimum 2.0 overall GPA or will be placed on a probationary contract.
3. I will maintain enrollment in all college prep courses, including honors and Advanced Placement®.
4. I will attend summer school as needed to take additional course work and/or raise grades to maintain my college eligibility.
5. I will be an active learner, be prepared for all classes with all assigned work completed, take Cornell notes, and be an active participant in all activities.
6. I will come prepared for tutorial sessions by bringing higher-level questions, my AVID binder with Cornell notes, and my textbooks. I will also ask questions to help my peers, and participate with my classmates and tutors to find the answers to my questions.
7. I will pursue participation in extracurricular activities and community service.
8. I will prepare for and take college entrance exams such as the PSAT, PLAN, SAT, and ACT.

_____

Student Signature

We agree to support the efforts of the student in meeting these goals.

_____ _____

Parent/Guardian Signature AVID Coordinator/Teacher Signature

_____ _____

AVID Counselor Signature AVID Administrator Signature

Sample Probationary Contract

ADVANCEMENT VIA INDIVIDUAL DETERMINATION

I _____, acknowledge that I have not fulfilled the AVID Agreement I originally signed. Therefore, I accept this probationary status for a period of _____ weeks. My progress will be re-evaluated on _____.

In order to remain in the AVID Program and reach my college goal, I agree to the following action steps:

1. I will complete all homework for my _____class(es) on time.
2. I will attend mandatory after-school tutoring _____days per week.
3. I will bring tutorial questions regarding this subject twice per week.
4. I will have a progress report completed weekly for the class(es) in which I have a grade lower than a "C."

If at the time of my re-evaluation I have not fulfilled this agreement, I will exit the AVID class with the understanding that I may re-enter after at least one semester and a positive report from my teachers. I also understand that if I leave the AVID class, I may not be able to change the other classes in which I am currently enrolled.

_____
Student Signature

_____
Parent/Guardian Signature

_____
AVID Counselor Signature

A Sample Week in the AVID Elective Class

Monday	Tuesday	Wednesday	Thursday	Friday
Curriculum Day AVID curriculum lesson utilizing WICR strategies	**Socratic Tutorials** Facilitated by college tutor; supervised by AVID teacher	**Curriculum Day** AVID curriculum lesson utilizing WICR strategies	**Socratic Tutorials** Facilitated by college tutor; supervised by AVID teacher	**Enrichment** Team building, guest speakers, evaluations, motivational games, Socratic Seminar, Philosophical Chairs

Can be combined for block scheduling

Can be combined for block scheduling

Curriculum Day lessons come from AVID curriculum books, such as *Strategies for Success, AVID College Readiness*, and *High School Writing*.

Detailed information on the AVID Socratic tutorial process can be found in the AVID curriculum book *Tutorial Support Curriculum Resource Guide*.

Steps in the Tutorial Process[1]

Before the Tutorial

1 Students take Cornell notes in their academic classes.

2 Students complete the Tutorial Request Form (TRF), including two higher-level questions from their academic class, Cornell notes, homework, classwork, quizzes, and/or tests.

3 As students enter the room, the teacher/tutor checks and/or collects the TRFs. The resources students bring to class to support their questions are also checked.

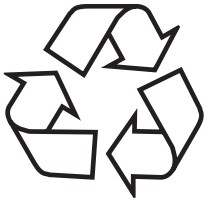
During the Tutorial

4 Students are divided into tutorial groups of 7 or fewer.

5 One student begins the tutorial by presenting a higher-level question to the group. Tutor and group members ask questions to guide the student presenter through the inquiry process.

6 Group members/tutor check the student presenter's understanding of the answer to his/her question by asking clarifying questions.

7 Steps 5 and 6 are repeated for all group members.



After the Tutorial

8 Students complete a written reflection on their learning (content and/or process).

9 Students turn in their TRFs to teacher/tutor for grading and feedback.

10 Teacher/tutors/students debrief the tutorial process. Students verify their learning in their academic classes.

[1] Daws, T., Schiro, P. (2009). *Tutorial Support Curriculum Resource Guide* (pp. 33). San Diego, Ca: AVID Press

Chapter 2

Time Management

Overview of Time Management

Time management is one of the first organizing skills you will want to help your students master.

Developing time-management skills will require that they analyze how they spend their time, decide what their priorities are, and start to plan ahead. In middle and high school, students usually increase their involvement in curricular and extracurricular activities, and most find their course work to be more demanding of their time. In high school, many students work part-time and participate in community service as well. Obviously, developing a time-management system will be crucial to their success.

Time Management[2]

This unit is designed to help you and your school introduce time-management skills within a structured unit plan. It also provides the means for you to place into your curriculum a sequence of activities that will develop the students' use of these skills over the course of time. These activities are organized in three sets, the first being applicable for students who have not learned time-management skills. The second set of activities is appropriate for students who have experienced the first set of activities, and the third for students who have experienced two or more years of these activities. Obviously, these sets of activities provide a grade-level structure suitable for a schoolwide approach to the teaching of time-management skills.

Teacher Tips

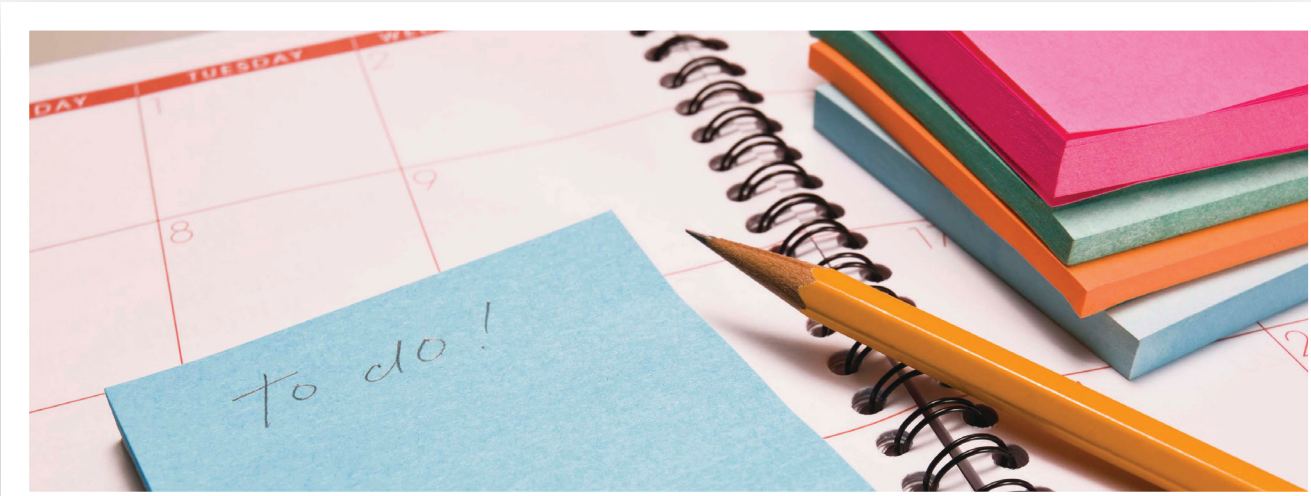
- At the beginning of the school year, survey your students to determine the level of their time-management skills.
- Enlist the support of your students' parents by involving them in their child's time-management efforts. For example, you can ask them to sign off periodically on a time log being kept by their child, or you can suggest they monitor their child's efforts to keep a planner.
- If time management is not formally taught schoolwide where you teach, share your students' success stories with your colleagues whenever possible with the hope that they, too, might include these activities in their curriculum. Time-management skills need continual reinforcement.

Activities

Set I:

- Introduce students to time-management concepts and their application to the students' academic work in class and at home.
- Implement the day-by-day, time-management unit plan that follows these three sets of activities.
- Review themes in this unit as needed throughout the year (at the end of grading periods, for example).
- Have students reflect at least once a month in a learning log about the growth and development of their time-management skills.
- Work with students to transfer knowledge and skills learned to the use of their school planners (ongoing throughout the year).
- Introduce the effective use of highlighters with planners (e.g., the color green signifies that an assignment was turned in, or the color pink signifies a test in a class).

[2]Risi, R., Schiro, P. Serret-Lopez, C. (2005). Unit Seven: Time Management. *Strategies for Success* (pp. 79-98). San Diego, Ca: AVID Press



Set II:

- Begin the year by having students reflect in writing on their successes and challenges in developing their time-management skills last year; have students share their writing in small groups; process as a class and identify three to five successful strategies for time management; post these in the classroom.
- Review themes and skills of time management as needed.
- Provide time monthly for students to reflect on and discuss time-management issues.
- Consider pairing up a student who is still struggling with time-management skills with a student experiencing success.
- To support your students in refining their time-management skills, have them interview two adults (see sample interview form in this unit); have students share the results of their interviews in small groups; process as a class to identify common strategies used by successful adults.

Set III:

- Assess students' skills at the beginning of the year; use activities from the previous two sets, as needed, to further develop skills.
- Ensure that all students have a planner. (Schools often make available a school planner.)
- From the start, remind students to maintain and correctly use their planner. Put into place a system whereby they can frequently assess their strengths and challenges.
- Have students begin to integrate goal-setting strategies into their planning activities.
- At the beginning of the school year and the beginning of each grading period, have students, individually or as a group, calendar deadlines, school events, personal activities, etc.

Time Log

My Week from _____ to _____

Name: _____ Grade: _____

Date: _____ Period: _____

Directions: *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 the following morning. Keep this neat because you will be using it in class later.*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							

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 Reflection

Directions: *Answer the following questions once you have finished your Time Log.*

- What was the total amount of time you spent watching TV during the week?
- On average, how much time was spent watching TV each day?
- How much time was spent doing volunteer work or community service?
- Did you spend time studying? How much?
- If you have a job, how many hours were spent working?
- Can you find any quiet time that you had during the week? Or time where you were alone and did some planning or reflective thinking?
- How much sleep did you get during the week? Total? Average per night?
- How much time was spent traveling from place to place in a car or bus?
- How much time were you not able to account for?
- During what time of day did you do most of your studying?
- Was there anything that you needed or wanted to do, but just couldn't find the time for?

Look at Your Plans

Once you have analyzed your week, you will be able to stick to a new schedule that you make out after you have categorized and prioritized your activities. You will have more control over your time.

Categorize

Make a list of the different activities that you spent time doing during the week. Once you have made this list, come up with some general categories for these activities. For example, baseball practice, running, biking, and playing basketball might all fall under the category of "Exercise," while reading, typing, and computer research could all be put under the category of "Schoolwork."

Prioritize

Once you have categorized your activities, look at your lists and circle those activities that you see as most important to you and your future. As you prioritize, think of your future and what you want to accomplish. If you plan to go to college, think about what you will need to do to make that happen. If you want to prepare for a particular type of career, such as being a police officer, a salesperson, or a politician, what do you need to do now and in the rest of your school years to achieve that goal? Will the activities you see as "high priority" have a positive or negative effect on your goals?

Reflect

Take some time to reflect on what you have learned in your Time Log. Be sure to answer the following questions in your entry: What have you discovered about your time? What do you like about your schedule? What do you need to change? Are you "on track" considering your goals?

Name: _____ Grade: _____

Date: _____ Period: _____

Time Management Questionnaire

1. I spend _____ minutes a day getting ready for school/work.
2. I spend _____ minutes a day reading.
3. I spend _____ minutes/hours at school/work.
4. I spend _____ minutes a day trying to organize my day.
5. I spend _____ minutes a day eating.
6. I spend _____ minutes a day exercising.
7. I spend _____ minutes/hours a day watching television.
8. I spend _____ minutes/hours a day talking with friends in person on the telephone or texting.
9. I spend _____ minutes/hours a day on Facebook or other Internet sites.
10. I spend _____ minutes a day on unnecessary interruptions or wasting time.
11. I spend _____ minutes/hours a day on school/work related tasks outside my school/work day.
12. I spend _____ minutes a day daydreaming.

Name: _____ Grade: _____

Date: _____ Period: _____

Barriers and Solutions to Using Time Effectively

What prevents me from using my time effectively? _____

_____

_____

_____

_____

_____

What can I do to overcome the barriers I've listed above? _____

_____

_____

_____

_____

_____

_____

_____

Get Ready, Get Set—Plan!

With last week's Time Log and Time Log Reflection nearby, you are ready to plan the upcoming week.

What kind of a person am I?

You know when you are most productive and when you need downtime. Decide if you are a morning or evening person, and plan accordingly. (For example, if you are a morning person, don't plan to get started on your homework at 10:00 p.m. Get up early, and do it in the morning!)

What are my goals?

Keep your activities in line with your goals while you are planning your week. Do you have a major project due? Are you playing three away games this week? How will you get your homework done?

How much rest do I need, and when is dinnertime?

Most people need between six and ten hours of sleep each night to function at their optimum during the day. Be sure to include some time for meals and rest. You will be much more productive and alert when you are eating right and getting enough rest.

What if I don't finish everything I've planned to do?

You should build "catch-up time" into your schedule. This is time set aside for you to finish items in your schedule that are taking more time than you expected. Also, allow for time between back-to-back meetings or appointments for travel and overtime.

When is playtime?

You need a balance between work and fun.

Too much work, and you will "burn out" and become less productive. Too much fun, and nothing will get done.

Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity

Calendar for the Week of: _____

MONDAY	TUESDAY	WEDNESDAY
Homework:	Homework:	Homework:
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
Activities:	Activities:	Activities:
1	1	1
2	2	2
3	3	3
4	4	4
Other Activities:	Other Activities:	Other Activities:
1	1	1
2	2	2
3	3	3
4	4	4

Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity

Calendar for the Week of: _____

THURSDAY	FRIDAY	SATURDAY/SUNDAY
Homework:	Homework:	Homework:
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
Activities:	Activities:	Activities:
1	1	1
2	2	2
3	3	3
4	4	4
Other Activities:	Other Activities:	Other Activities:
1	1	1
2	2	2
3	3	3
4	4	4

Name: Robert Grade: 8

Date: 9/13 Period: 5

Student Activity

Calendar for the Week of: 9/13–9/19 (example)

MONDAY	TUESDAY	WEDNESDAY
Homework:	Homework:	Homework:
1 Algebra 1–pg. 25 #1–30	1 Algebra 1–pg. 30 #2–40 even	1 Algebra 1–pg. 33 #1–41 odd
2 English – write autobiography	2 No hmwk	2 Study for vocab. quiz
3 No hmwk	3 Science – read Ch. 2 (p. 43–50)	3 Finish Classwork questions 5 & 6
4 No hmwk	4 Social Studies – finish map	4 No hmwk
5 AVID – write 2 tutorial questions	5 No hmwk	5 Write 2 tutorial questions
6	6 No hmwk	6 No hmwk
Activities:	Activities:	Activities:
1 PE – bring PE clothes and lock	1 Soccer Practice 3–5pm	1 Soccer Practice 3–5pm
2 Soccer Practice 3–5pm	2 Read 30 min.	2 Read 30 min.
3 Read 30 min.	3	3
4	4	4
Other Activities:	Other Activities:	Other Activities:
1 Buy PE lock and folder for science	1 Babysit 6–8pm	1 Study w/Jose for vocab. quiz
2	2	2
3	3	3
4	4	4

Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity

Calendar for the Week of: _____

THURSDAY	FRIDAY	SATURDAY/SUNDAY
Homework:	Homework:	Homework:
1 *Algebra 1 pg. 35 #1–25 even*	1 *No hmwk*	1 *No hmwk*
2 *English: Research topic for paper*	2 *Research topic for paper*	2 *Research topic for paper*
3 *Science: study Cornell notes from ch. 2*	3 *No hmwk*	3 *No hmwk*
4 *Social Studies: study for quiz*	4 *Read ch. 3*	4 *Read ch. 3*
5 *AVID: organize binder*	5 *No hmwk*	5 *No hmwk*
6 *No hmwk*	6 *No hmwk*	6 *No hmwk*
Activities:	Activities:	Activities:
1 *Soccer practice 3–5pm*	1 *Soccer practice 3–5pm*	1 *Soccer practice Sat. 9–11am*
2 *Read 30 min.*	2 *Read 30 min.*	2 *Read 30 min. each day*
3	3	3
4	4	4
Other Activities:	Other Activities:	Other Activities:
1 *My night to make dinner*	1 *Go to movies with Jose*	1 *Wash Dad's car*
2	2	2 *Go to library: remember books!*
3	3	3
4	4	4

Student Activity

Calendar for the Week of: _____

MONDAY	TUESDAY	WEDNESDAY

Name: _____ Grade: _____

Date: _____ Period: _____

THURSDAY	FRIDAY	SATURDAY/SUNDAY

Student Activity

Calendar for the Week of: *9/20-9/26 (example)*

MONDAY	TUESDAY	WEDNESDAY
Homework: *Geometry p. 15 odd #s* *Read Novel for English, Ch. 1* *Biology – definitions* *AVID – notes and tutorial questions* **Activities:** *Volleyball practice* **Other Activities:**	**Homework:** *Geometry p. 22 odd #s* *Read Ch. 2 of novel for English* *World History – start reading Ch. 2* *AVID – notes* **Activities:** *Volleyball practice* **Other Activities:**	**Homework:** *Geometry p. 27 odd #s* *English – dialectic journal for Ch. 2* *World History – keep reading* *Biology p.36, #5-10* *AVID notes and tutoring* **Activities:** *Volleyball practice* **Other Activities:** *Make dinner (mom works late)*

Name: *Cynthia* Grade: *9*

Date: *9/20* Period: *1*

THURSDAY	FRIDAY	SATURDAY/SUNDAY
Homework: *Study for geometry quiz* *Read novel for English, Ch. 3* *World History – finish Ch. 2* *AVID – get binder ready for grading*	**Homework:** *Read Ch. 4 in novel for English* *AVID – think of 3 people to interview for time management* *World History – Ch. 2 review on p. 51*	**Homework:** *See Friday List*
Activities: *Volleyball game away (home later)*	**Activities:** *Volleyball practice*	**Activities:** *Volleyball tournament all day on Saturday*
Other Activities:	**Other Activities:**	**Other Activities:** *Grandma's house on Sunday for lunch*

Calendar for the Month of: _____

Name: _____ Course: _____

Teacher: _____ Period: _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

Name: _____

Date: _____

Period: _____

Name of Project: _____

Project Due Date: _____

Backwards Mapping Template

List or brainstorm the components of this project.

Now list the action steps necessary to complete each component and estimate the amount of time needed to complete them.

COMPONENT	ACTION STEPS	TIME NEEDED

Name: _____

Date: _____

Period: _____

Name of Project: _____

Project Due Date: _____

Backwards Mapping Template

Use this table to backwards map; start with the completed project and the due date in the first line, then work your way backwards putting in due dates along the way for each component. Refer to your previous table to think about how much time you need between each due date.

COMPONENT	ACTION STEPS	TIME NEEDED

List below any materials or resources you will need to complete this project.

Name: Cynthia

Date: March 20

Period: 2

Name of Project: Career Research Paper

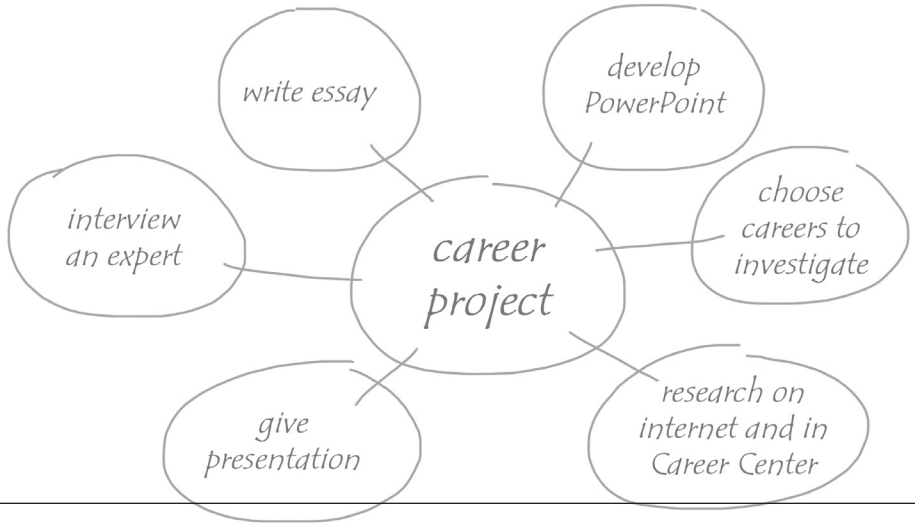
Project Due Date: May 15 (partner–Marlene)

Backwards Mapping Template

Use this table to backwards map; start with the completed project and the due date in the first line, then work your way backwards putting in due dates along the way for each component. Refer to your previous table to think about how much time you need between each due date.

COMPONENT	ACTION STEPS	TIME NEEDED
Choose career.	Discuss with partner and decide on a career; get teacher's approval	1 class period
Research career.	Go to Career Center for help; use Internet to research; get all information about career, such as salary, education, etc.	1 week
Interview expert.	Find a person to interview; develop questions; conduct interview.	1 week
Write report.		2 weeks
Develop PowerPoint.	Outline and organize information; write first draft; get feedback; revise and edit; write final draft.	1 week
Give presentation.	Schedule time with partner in computer lab; divide responsibilities; create PowerPoint.	1 week

List below any materials or resources you will need to complete this project.



The Agenda/Planner

Objectives:

- To support time-management skills
- To build self-advocacy
- To increase a student's responsibility
- To increase involvement in school activities
- To increase home/school communication
- To increase a student's organizational ability

Expectations:

- Agendas/planners are filled out at the end of each class/subject and at the end of the day.
- "No homework" is written if no homework is given.
- Color-coding and other visual reminders are encouraged to manage various academic responsibilities, e.g., homework, quizzes, tests, projects, extracurricular activities, community service, and work.
- Self-monitoring is evidenced by a student's check or signature placed after completing each academic task.
- Daily family signatures, teacher signatures, or behavioral comments are all optional components and are especially valuable strategies to support students who are struggling with organizational skills.
- Students move toward greater independence and management of organizational agendas/planners.
- Students track ongoing projects and break them into manageable tasks.

What to include:

- Backwards mapping of upcoming projects (See "Backwards Mapping Template.")
- "To do" lists, both in and outside of school
- Personal reminders for items outside of school
- Extracurricular activities or schedules (sports, student council, community service, etc.)
- Recording of weekly goals and self-monitoring progress
- Schoolwide events (dances, pep rallies, college fairs, etc.)
- Birthdays, anniversaries, and school holidays

10 Ways for Teachers to Support Planner Usage

❶ Explicitly tell students, "Write this in your planner," and wait for all students to do it.

Rather than saying, "Your homework tonight is…," say, "Get out your planner and write your homework…" It's helpful to write this into your lesson plans as a way to help you remember to explicitly say this.

❷ Build routines wherein students use their planner.

Start each week by having students write in the schedule for your class for the week. Or start each class period by having students write the objective or essential question of the lesson in their planner.

❸ Model planner usage by having 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 for your class, especially at first while you are helping them build the habit. Often companies that sell school planners have laminated wall calendars available for teachers.

❹ "Backwards map" major assignments together as a class.

Anytime your students have a major project or major test coming up, have them write down the due date in their planner. Then help them through the process of brainstorming the components of the project, the time they need to complete these components, and their goal of when they should have each component done.

❺ Use the planner as a hall pass for trips to the restroom, nurses, office, etc.

This is a great schoolwide initiative to get all students to use their planner. Students are not allowed to leave the classroom without their planner. This also provides teachers an easy way to track how many times students are leaving their class and other classes.

❻ Have periodic "planner checks" and give students a grade for their planner usage.

Many teachers use planners for quickwrites and bell-ringer activities. This can then be collected for a grade in your class. Another variation on this is having students do their "exit tickets" for your class in their planner and showing it to you on the way out.

❼ Support struggling students by having their parents or another adult view the planner.

Having parents or another adult sign the student's planner is a great way to create home accountability for assignments. The planner can be a great tool for communicating with parents to make sure that they are aware of assignments and upcoming deadlines.

❽ Start the year with a planner "scavenger hunt."

If your school has a standard schoolwide planner, there are probably many resources included in it that students never know about, such as motivational quotes, the Periodic Table, maps, and lists of U.S. presidents. Take a few minutes with your class to show them all the things that are available to them in their planner. This activity can also be revisited periodically throughout the year.

❾ Design a 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, football games, and other major school events. It can also be designed to correspond to the schedule of your school. This also allows schools to create planners with holes that fit in binders, or any other shape or size that is desired.

❿ Find fun ways to incorporate the planner into your class.

Have the class write down everyone's birthday in their planners. Add obscure holidays such as "National Share a Smile Day" (March 1). Count down the days until the end of school.

Chapter 3

Organization[3]

One of the most important tools for academic success is the ability to keep materials and assignments organized. One way to accomplish this goal is through a neat, complete, and organized binder. As schools recognize the needs and deficiencies of their students in this area, often the binder becomes a schoolwide project in which students are required to keep one standard binder for all of their classes.

This unit provides a successful model of a standard binder and outlines how its use can be introduced and implemented in your classroom, as well as schoolwide. An assumption underlying the use of this model is that the function of a binder is to provide students with ready access to their planner, classwork, and records throughout the school day and at home. In this case, students should have one large binder, rather than several binders, so that they have at hand the materials necessary to study for quizzes and tests and to finish homework assignments each night at home.

To help you introduce and implement the use of the binder in your classroom or your school, this unit contains a list of suggested binder requirements, and several forms to be used for record keeping and binder assessment.

[3]Risi, R., Schiro, P. Serret-Lopez, C. (2005). Unit Two: Binders. *Strategies for Success* (pp. 7-19). San Diego, Ca: AVID Press

General Binder Requirements

6th/7th Grade

- Two to three pages of notes per week for each academic class (weekly total: 8–12 pages)
- Agenda/calendar completed each day with daily assignments recorded for all classes (Parent signature may be required.)
- Handouts and returned work/tests in appropriate sections
- Minimum supplies, including pencils, pens, and extra paper
- Binder checked weekly.

8th Grade

- One page of notes or a learning log per day for each academic class (weekly total: 20 pages)
- Agenda/calendar completed each day with daily assignments recorded for all classes plus extracurricular activities (Different colors of highlighters may be used to differentiate between assignments and tests.)
- Handouts and returned work/tests in appropriate sections
- Minimum supplies, including pencils, pens, highlighters, colored pencils, ruler, and extra paper
- Binder checked weekly.

9th/10th Grade

- One page of notes or a learning log per day for each academic class (weekly total: 20 pages)
- Agenda/calendar completed each day with daily assignments recorded for all classes plus extracurricular activities, chores, and/or other home responsibilities (Effective use of different colors of highlighters required.)
- Weekly and/or monthly goals may be included in agenda.
- Handouts and returned work/tests in appropriate sections
- Minimum supplies, including pencils, pens, highlighters, colored pencils, ruler, calculator, and extra paper
- Binder checked weekly.

11th /12th Grade

- Two pages of notes and/or learning logs per academic class every day (weekly total: 40 pages)
- Agenda/calendar completed for every class plus extracurricular activities, chores and/or home responsibilities, part-time job, community service, AP® study group times, etc. (Effective use of different colors of highlighters required.)
- All college tests and application deadlines must be recorded in agenda.
- Handouts and returned work/tests in appropriate sections
- Minimum supplies, including pencils, pens, highlighters, colored pencils, ruler, calculator, dictionary/thesaurus, and extra paper
- Binder checked every two weeks for 11th graders and monthly or randomly for 12th graders.
- 11th and 12th graders may be paired up with freshmen and serve as binder mentors, if necessary.

Name: _____ Grade: _____

Date: _____ Period: _____

Binder Contents Check-Off Sheet

Needed Binder Contents:

- ☐ Good-quality three-ring binder with 2", 2 1/2", or 3" rings and pocket inserts
- ☐ Five to six colored-tab subject dividers to separate each academic class
- ☐ Zipper pouch to store supplies (3-hole-punched heavy duty resealable bags also work.)
- ☐ Two or more pens
- ☐ Two or more pencils
- ☐ Filler paper (Some notebook paper is now available in Cornell note style.)
- ☐ Assignment calendar for each academic class or school agenda book
- ☐ Tutorial logs
- ☐ Learning logs

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
- ☐ Tutorial logs
- ☐ Samples of note-taking in specific subjects

Binder Should Be Organized in the Following Manner:

- ☐ Binder front cover
- ☐ Plastic supply holder
- ☐ Binder grade sheet

Each Subsequent Section in Binder Should Have These Parts in This Order:

- ☐ Divider
- ☐ Calendar/assignment log
- ☐ Notes
- ☐ Learning logs
- ☐ Handouts
- ☐ Tests
- ☐ Blank paper

Name: _____ Grade: _____

Date: _____ Period: _____

Binder Check—Weeks 1 and 2

	POINTS POSSIBLE	POINTS EARNED	COMMENTS
Materials			
2" or 3" 3-ring binder	25		
2 or more pens	5		
2 or more pencils	5		
1 or more erasers	5		
1 zipper pouch	5		
1 or more highlighters	5		
Organization			
Zipper pouch in front	5		
Daily planner/calendar	20		
Subject dividers for class handouts and homework	10		
Subject dividers for notes (optional) with extra paper	10		
Divider for notes with extra notes and paper	5		
Extra Credit			
Dictionary/Thesaurus	5		
Calculator	5		
6" ruler	5		
Total	100 (plus 15 for extra credit)		

This example has been created with the expectation that for every content area class divider there will also be a divider for notes. This system is helpful particularly for middle school students and high school students who are inexperienced using a binder. This form also takes into account that your students may have not learned to take Cornell notes yet. This example is intended for use only in the first week or two of school. Once students begin taking notes regularly in other classes, a different binder check sheet should be used. See the binder check examples included in this section.

Name: _____ Grade: _____

Date: _____ Period: _____

Binder Grade Sheet

Comment Codes

Notes

A Use Cornell Format
B Need Full Heading/Dates
C Mission Summaries
D Summaries Lacking Depth

Binder

E Organize Loose Papers
F Incomplete Assignment Logs
G No Parent Signature

Planner

H Goals Missing
I Homework Assignments Missing

DATE	CATEGORY	POINTS	EVALUATOR'S INITIALS
	Neatness of assignments/notes (10)		Comments:
	Overall organization (10)		
	Assignment logs filled out and up to date (10)		
	Planner complete and up to date (20)		
	Cornell notes in all classes (30)		
	Weekly goals (10)		
	Name, date, and period on all papers (10)		
Total	**100 points possible**		

Parent Signature: _____

Goal for next notebook check:

_____

_____

DATE	CATEGORY	POINTS	EVALUATOR'S INITIALS
	Neatness of assignments/notes (10)		Comments:
	Overall organization (10)		
	Assignment logs filled out and up to date (10)		
	Planner complete and up to date (20)		
	Cornell notes in all classes (30)		
	Weekly goals (10)		
	Name, date, and period on all papers (10)		
Total	**100 points possible**		

Parent Signature: Goal for next notebook check:

_____

_____

Name: _____ Grade: _____

Date: _____ Period: _____

Binder Grade Sheet

Week of: _____

Planner: _____ Writing: _____

Worksheet: _____ Organization: _____

Reading Log: _____ Other: _____

Daily Notes: _____ Total: _____

Comments: _____ By: _____

Week of: _____

Planner: _____ Writing: _____

Worksheet: _____ Organization: _____

Reading Log: _____ Other: _____

Daily Notes: _____ Total: _____

Comments: _____ By: _____

Week of: _____

Planner: _____ Writing: _____

Worksheet: _____ Organization: _____

Reading Log: _____ Other: _____

Daily Notes: _____ Total: _____

Comments: _____ By: _____

Name: _____ Quarter: _____

Begin Date: _____ Period: _____

Binder Grade Sheet

CATEGORY	POINTS POSSIBLE	POINTS EARNED	COMMENTS
Notes	60		
Calendars	50		
Organization	25		
Neatness	15		
Bonus	10		
Total	150 (+ 10)		
Evaluator Signature			Date

CATEGORY	POINTS POSSIBLE	POINTS EARNED	COMMENTS
Notes	60		
Calendars	50		
Organization	25		
Neatness	15		
Bonus	10		
Total	150 (+ 10)		
Evaluator Signature			Date

Name: _____ Quarter: _____

Begin Date: _____ Period: _____

Student Binder Response Form

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:

Name: _____ Quarter: _____

Begin Date: _____ Period: _____

Binder Alert!!!

Dear Parent:

Today_____ received a score of _____

on his/her binder. The main reason(s) for this included:

- ☐ No notes
- ☐ Few notes
- ☐ No labeled dividers
- ☐ Poor organization
- ☐ No calendar/agenda
- ☐ Calendar/agenda not complete
- ☐ Missing papers/forms
- ☐ Appearance/neatness
- ☐ Lack of supplies

Additional Comments: _____

_____

_____

_____

_____

_____

_____

_____

_____

Binder Evaluator _____

Name: _____ Quarter: _____

Begin Date: _____ Period: _____

Assignment Log

ASSIGN. NUMBER	DESCRIPTION OF ASSIGNMENT	DATE ASSIGNED	DATE DUE	TURNED IN	POINTS POSSIBLE	MY SCORE

Chapter 4

Goal Setting[4]

Successful people not only have dreams, but they 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.

The purpose of a major goal in life is to have a destination for the distant future. Having a major goal is like having a "life guard" walking beside us. If we stumble or fall off the road, our "life guard" throws us a rope to hang on to until we can get back on solid ground and continue on the right path to our destination. Not having a goal on life's journey means we don't know which path we should be on. We won't know the final destination. We may take wrong turns on the journey. We may even end up on dead-end streets. Some students know what they want their destination to be. Some students accept the destination someone else has set for them. Others do not set their goals until much later in life, and consequently might take longer to achieve them.

In the process of introducing goal-setting concepts and practices to your students, you will have them focus on long-term as well as short-term goals. For illustrative purposes, this unit will assume that one long-term goal for most of your students is going to college. One could, of course, substitute a career choice instead. Also, a strategy adapted from Walter Pauk's book *How to Study in College* and titled "The GPA of Success" will be used to create an action plan based upon the student's goal.

The GPA of Success

Goal—what you want to accomplish (something significant and ambitious)

Plan—the path you will take to reach your goal (must include specific details)

Action—the outline of actual steps you will take to make your plan a reality

[4]Risi, R., Schiro, P. Serret-Lopez, C. (2005). Unit Nine: Goal Setting. *Strategies for Success* (pp. 125-136). San Diego, Ca: AVID Press

Setting Goals

Use the following list of ideas at each grade level to continue the practice of goal setting.

6th/7th Grade

- Read short biographies of athletes, presidents, and other significant people in history. Have students identify the GPAs these people must have had to achieve their goals.
- Interview adults about how they reached one of their goals.
- Write a reflection about something they have accomplished and outline what their GPAs were.
- Complete some kind of visualization activity about their college (or career) goal.
- Sketch out the GPAs for a long-range goal of going to college (or preparing for a career).
- Practice setting intermediate goals and short-range goals with GPAs.
- Set short-range goals around projects and/or books they need to read.
- Set specific goals around binder checks and tutorials for AVID.

8th Grade

- Reaffirm their college (or career) goal by adding more description on their visualization activities.
- Pick an honors course (or career path course) in high school and write the GPA that would be needed to enroll in that course.
- Outline the GPAs to achieve a personal, physical, or social goal they want to achieve.
- Continue to set intermediate and short-range goals.
- Set short-range goals around projects and/or books they need to read.
- Set specific goals regarding Cornell notes.

9th Grade

- Create a four-year plan with appropriate goals.
- Set proactive goals to achieve certain grades in classes they anticipate may be a struggle and share the goals with the particular teacher within the first week or two of school.
- Set short-range goals around projects and/or books they need to read.
- Set specific goals around binder checks.
- Set goals around extracurricular and community service endeavors.

10th Grade

- Revisit their three-year plan and readjust or expand their academic goals.
- Set additional goals around extracurricular activities.
- Set goals related to examinations.
- Revisit community service goals and adjust as necessary.

11th Grade

- Revisit their two-year plan.
- Set goals for their courses and examinations.
- Set goals related to college selection and testing, or career preparation.

12th Grade

- Set GPAs around the college application process.
- Set leadership goals around their extracurricular participation.
- Revisit their community service involvement.
- Set goals around their scholarship searches/applications and completion of the FAFSA.

Goal Setting Unit Plan

This unit provides a sample of activities that can be used to introduce students to goal setting. Included are samples of short-range, mid-range, and long-range goals. Students should be able to use the "Goal, Plan, Action Steps" process for all types of goals. Goal setting may be introduced early in the year but should be revisited often. This unit plan is designed to be flexible and to integrate goal setting into your lesson plans in short segments over several weeks.

One way to revisit goals is to build in recognition for accomplishment of students' short-range goals. Building in time and/or creating traditions to celebrate even the smallest of accomplishments will help to create and sustain the motivation students need to keep moving forward.

Week 1

Classroom Activities

- Discuss the difference between goals and wishes.
- Distinguish among the three types of goals: long-range, mid-range, and short-range.
- Share examples of all three types of goals for yourself.
- Brainstorm additional examples of the three types of goals.
- Have students individually write down two to five goals for each type of goal category.
- Have students pair-share their lists of goals.

Homework

- Have students share their goals lists with someone at home.

Week 2

Classroom Activities

- Use the activity "Goal Setting Outline" to introduce the GPA acronym and explain its use in accomplishing goals. Review the example included in the "Goal Setting Outline" to illustrate how to use the GPA outline.
- Explain that, from now on, students can use the GPA outline for writing long-range, mid-range, and short-range goals.
- Model using the GPA outline for a short-range goal and a mid-range goal.
- Use the activity "My College Road Map," and work together as a class to outline the long-range goal of getting into a four-year college. Lead the students through the process and have them record the information on their "College Road Map" activity sheet.

Homework

- Students share their "College Road Map" with their parents and have parents initial the plans.

Week 3

Classroom Activities

- Introduce the concept of visualizing goals. Share that many professional athletes (as well as other types of 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 college. Make sure they include an image of themselves graduating from college.
- Brainstorm possible images, symbols, and artwork they may use. They may start a sketch on notepaper and then transfer it to a larger poster.
- When the posters are complete, have students share with the whole class.
- Display the posters around the classroom, and/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 the activity "Visualizing Your Goal" to have students write about themselves completing their goals.

Homework

- Students work on completing their college (or career) visual poster.

Week 4

Classroom Activities

- Introduce the concept that one of the most common bad habits that prevents people from reaching their goals is procrastination.
- Have students share personal experiences when they have engaged in procrastination and the outcomes.
- Brainstorm possible reasons people procrastinate.
- Complete the activity "Confronting Procrastination." Before students begin, go over the examples at the top of the page. This may be done in pairs or small groups.

Homework

- Students may complete "Confronting Procrastination" at home.

Week 5

Classroom Activities

- Introduce the idea that, besides procrastination, another reason people don't reach their long-range goals is that they failed to set mid-range and short-range goals related to the long-range goal. If you haven't already, be sure to lead a class discussion defining the amount of time for a goal to be considered long-range, mid-range, or short-range. You may want to give guidelines based on the grade level of your students.
- Use "Examples of Academic Goals" to illustrate for students the differences among the three types of goals, and how short-range and mid-range goals can help one achieve a long-range goal.
- Have students set a long-range academic goal, and then develop mid-range and short-range goals to support the long-range goal.

Homework

- Students complete their GPA for their academic goals.

Week 6

Classroom Activities

- 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.
- Post a binder "Super Stars" chart recognizing students who have received an A on their binder checks.
- If students miss their mark on a goal, have them reevaluate their action steps and rewrite them

Name: _____ Grade: _____

Date: _____ Period: _____

Goal Setting Outline

Directions: Use the form below to complete the **GPA** (**G**oal, **P**lan, **A**ction) outline.

G	Use the space below to describe your goal. Specify the time frame of your goal below. ☐ short-range ☐ mid-range ☐ long-range
P	Use the space below to briefly explain your plan.
A	Use the space below to list action steps needed to achieve your goal. 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____

Name: Devon Robinson Grade: 9

Date: 9/27 Period: 4

Goal Setting Outline (Example)

Directions: Use the form below to complete the **GPA** (**G**oal, **P**lan, **A**ction) outline.

G

Use the space below to describe your goal.

Over the next 3 years, earn a GPA no less than "B."

Specify the time frame of your goal below.

☐ short-range ☐ mid-range ☒ long-range

P

Use the space below to briefly explain your plan.

Schedule my time so that I study enough at home. Learn good study habits and take good notes in all of my classes. Ask for help when I need it.

A

Use the space below to list action steps needed to achieve your goal.

1. Set up study schedule at home with my mom so I won't be interrupted.
2. Tell my friends not to call or text while I'm studying.
3. Study around my favorite TV shows—don't let them interfere.
4. Pay close attention to my teacher's instructions.
5. Looks for study tips online.
6. Use the Cornell note system I just learned.
7. Ask my teachers how I can do well in their classes.
8. Ask my brother to help me with math when I need it.
9.
10.

Name: _____ Grade: _____

Date: _____ Period: _____

My College Road Map

Directions: Use the form below to complete the **GPA** (**G**oal, **P**lan, **A**ction) outline.

G	Use the space below to describe your goal. Specify the time frame of your goal below. ☐ short-range ☐ mid-range ☐ long-range
P	Use the space below to briefly explain your plan.
A	Use the space below to list action steps needed to achieve your goal. 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____

Name: Janelle Garcia Grade: 7

Date: 9/30 Period: 2

My College Road Map

Directions: Use the form below to complete the **GPA** (**G**oal, **P**lan, **A**ction) outline.

G

Use the space below to describe your goal.

To be competitively eligible to attend the four-year college or university of my choice upon graduating from high school.

Specify the time frame of your goal below.

☐ short-range ☐ mid-range ☐ long-range

P

Use the space below to briefly explain your plan.

To take advantage of and be successful in the classes during middle school and high school that will make sure I will be competitively eligible to go to the four-year college or university of my choice.

A

Use the space below to list action steps needed to achieve your goal.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Name: _____ Grade: _____

Date: _____ Period: _____

Visualizing Your Goal

Part 1

Think of one of the goals you have set this month. Imagine telling your parents or other loved ones about reaching your monthly goal. Visualize where you will be and what they will be doing. Write down the exact words that you'll say when you tell them you have reached your goal.

_____

_____

_____

_____

_____

_____

_____

_____

Good News!

Name of Student:_____

Class: _____

Teacher: _____

Period: _____

Comments:_____

_____

_____

_____

_____

Name: Anita Hernandez Grade: 11

Date: 4/21 Period: 4

Visualizing Your Goal

Part 1

Think of one of the goals you have set this month. Imagine telling your parents or other loved ones about reaching your monthly goal. Visualize where you will be and what they will be doing. Write down the exact words that you'll say when you tell them you have reached your goal.

My goal this month is to find what colleges offer Journalism as a major and that are not too far from home. When I reach my goal I will say: Mom, I did some research and found out that there are 2 colleges not too far away that offer Journalism. That is what I want to study because I like to write and I want to be a reporter. One of them is right here in town! The other one is only an hour away, where grandma lives. I know you want me to be close to family so I looked for colleges that are close by. I'm so excited to apply next year because then I will be near you or Grandma and be studying what I want to study!

Good News!

Name of Student:_____

Class: _____

Teacher: _____

Period: _____

Comments:_____

_____

_____

_____

_____

Name: _____ Grade: _____

Date: _____ Period: _____

Confronting Procrastination

Directions: Review the examples first, then fill in the blanks below in each chart.

NEGATIVE EXCUSES	POSITIVE REACTIONS

Read each of the excuses to procrastinate in the chart below, then write down a positive message that helps to counteract the urge to procrastinate.

NEGATIVE EXCUSES	POSITIVE REACTIONS

Now use this chart to fill in excuses you usually use and some positive messages you can tell yourself to help break the bad habit of procrastination.

NEGATIVE EXCUSES	POSITIVE REACTIONS

Name: Miguel Sanchez Grade: 10

Date: Feb. 7 Period: 5

Confronting Procrastination

Directions: Review the examples first, then fill in the blanks below in each chart.

NEGATIVE EXCUSES	POSITIVE REACTIONS
If I try, I might fail anyway.	*I might not get it perfect, but if I start early enough, I know I can get extra help.*
There is a good show on TV tonight.	*I can get at least half of my assignment done before the show starts and then finish it after I watch the show.*
I haven't understood the chapter, so why bother to study for the test?	*I can use SQ5R to understand the chapter, then use my SQ5R notes to study for the test.*

Read each of the excuses to procrastinate in the chart below, then write down a positive message that helps to counteract the urge to procrastinate.

NEGATIVE EXCUSES	POSITIVE REACTIONS
I'll text my friend first, then I'll start my homework.	
I forgot my math book at school, so I guess I can't do my homework.	
I don't really understand the assignment from my English class. I'll just figure it out tomorrow at school.	

Now use this chart to fill in excuses you usually use and some positive messages you can tell yourself to help break the bad habit of procrastination.

NEGATIVE EXCUSES	POSITIVE REACTIONS

Name: _____ Grade: _____

Date: _____ Period: _____

Examples of Academic Goals

Directions: Read the following examples of academic goals that were set using the GPA outline, and then develop your own academic goals. Be sure to set your long-range goal first; then decide on mid-range and short-range goals that will help you achieve your long-range goal.

Long-Range Goal	
The Plan	
Action Steps	

Name: Eric Moore Grade: 9

Date: Jan. 14 Period: 1

Examples of Academic Goals

Directions: Read the following examples of academic goals that were set using the GPA outline, and then develop your own academic goals. Be sure to set your long-range goal first; then decide on mid-range and short-range goals that will help you achieve your long-range goal.

Long-Range Goal	*I will have a 3.0 grade point average by the end of the year.*
The Plan	*I will make sure that I don't get anything lower than a C in my most difficult class, that I get at least one A, and that I get four Bs.*
Action Steps	1. *Understand how each of my teachers will be calculating grades in my classes.* 2. *Decide which classes I'm going for an A, a B, or a C in.* 3. *Complete all assignments. Write everything down in my planner/calendar.* 4. *Take Cornell notes in all of my classes.* 5. *Ask my teachers in each class what is the best way to study for their tests.* 6. *Get a grade check if I'm not sure what my grade is in a particular class.* 7. *Talk to my teachers if I'm unclear about an assignment or project.* 8. *Make sure I get help with the class I'm struggling the most with.* 9. *Go to after-school tutoring if I still feel like I need additional help in a certain class, or go get help from the teacher in the class where I'm struggling.* 10. *Make sure I have a "study buddy" for each of my academic classes.* 11. *Make sure I'm in class every day, but if I'm absent make absolutely sure I do the makeup work.*

Name: _____ Grade: _____

Date: _____ Period: _____

My Goal

When writing down your goal, be sure 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?

A goal I want to accomplish:

Name: Shane Wood Grade: 8

Date: October 11 Period: 3

My Goal

When writing down your goal, be sure it is SMART:

S – Specific
M – Measurable
A – Action-oriented
R – Reasonable
T – Timely

1. What do you want to do?

   I want to do the extra credit assignments for all my math homework so I can pull up my grade.

2. By what date do you want to complete your goal?

   I want to get a better grade on the next progress report which comes out the end of Nov.

3. How will you accomplish your goal?

   I am going to start my homework a half hour earlier everyday so I will have time to do the extra credit questions.

A goal I want to accomplish:

I want to get a solid B in Math this semester and next.

Portfolio

Introduction

The portfolio is a tool that provides students an ongoing opportunity to evaluate progress toward the ultimate goal of success in college. The portfolio must be more than a collection of student work and records amassed during one's academic career. Students should be encouraged to use the portfolio to reflect, at least yearly, upon the journey of learning that has brought them that much closer to graduation and their plans beyond. The portfolio, used as an authentic assessment in the AVID class, allows students to evaluate achievement relative to earlier performance, recognize patterns in work, pinpoint areas of improvement, and target areas of challenge for future focus. The portfolio should be an integral tool in setting goals, measuring progress, and modifying pathways. Ultimately, the portfolio will document growth and aid students in becoming self-directed learners.

At the end of each academic year, students should be encouraged to use the "Portfolio Guiding Questions" to help them evaluate the work in their portfolios. Each student should write a cover letter addressing the guiding questions, thereby drawing conclusions about the quality of his or her work and the progress made in the course of that school year. The letter should acknowledge improvements and developing strengths. It should indicate target areas for future improvement. It should report on achievement with respect to prior goals and introduce new goals for the ensuing year. The writer should reference specific pieces of work and compare work early in the year to more recent pieces in the portfolio. While the process should be qualitative and authentic for the student, the teacher may wish to create a rubric to establish the expectation of the letter's content. Beyond the written evaluation, the teacher may wish to establish a format for presentation to the class, the student's parents, or school administrators.

Important Note

The value of a portfolio increases dramatically if it is used as part of a schoolwide effort. The focus of the student portfolio then expands across the curriculum and stretches from one grade level to the next. As a result, students experience a more integrated sense of their academic activities and accomplishments as they collect and reflect upon significant evidence of their work. An example of how a schoolwide portfolio process can enhance the student's experience is to scaffold the portfolio evaluation process by using a common set of guiding questions (refer to the "Portfolio Guiding Questions") and adjusting the questions' focus from one year to the next. Sample grade-level prompts are listed here.

9th Grade

- What successes have I had in the past year (or two) that will support my efforts this year? What challenges from my recent past will I have to work through or use to my advantage?
- What electives will I seek out in the next three years? Why? How do they align with my goals and interests?
- What service organizations and/or clubs can I commit to through high school? How do these commitments fit into my plan to reach college? How are they aligned with my goals and interests?

With what academic areas will I need extra help? In what academic areas might I be able to help my peers?

10th Grade

- What did I do this year to reach my short- and long-term goals? How successful was I in these attempts? What evidence of my successes can I put into my portfolio?
- How has my course of study led me to select challenging courses, such as Advanced Placement®, honors, or other difficult subjects for my junior year?

11th Grade

- What career goals do I have that embrace my interests and strengths?
- What colleges will I seek admission to, based upon these areas of interest and strength, and my college research thus far?
- What goals do I have for my senior year?

12th Grade

- Student presents a completed portfolio, narrating a growth experience through his/her school activities, utilizing student work and portfolio items to document progress toward the college goal. Student will highlight areas of marked improvement, areas of clear strengths, and areas of continued focus for improvement.
- How has my school experience prepared me for college? What academic areas am I considering for future focus in a major, minor, or preprofessional course of college study? How does my plan for college success take advantage of my areas of strength and account for my areas of challenge?
- How has my school experience prepared me for a career? What decisions have I made that support reaching my career goal? What experiences outside of school also have prepared me for a career?

Portfolio Guiding Questions

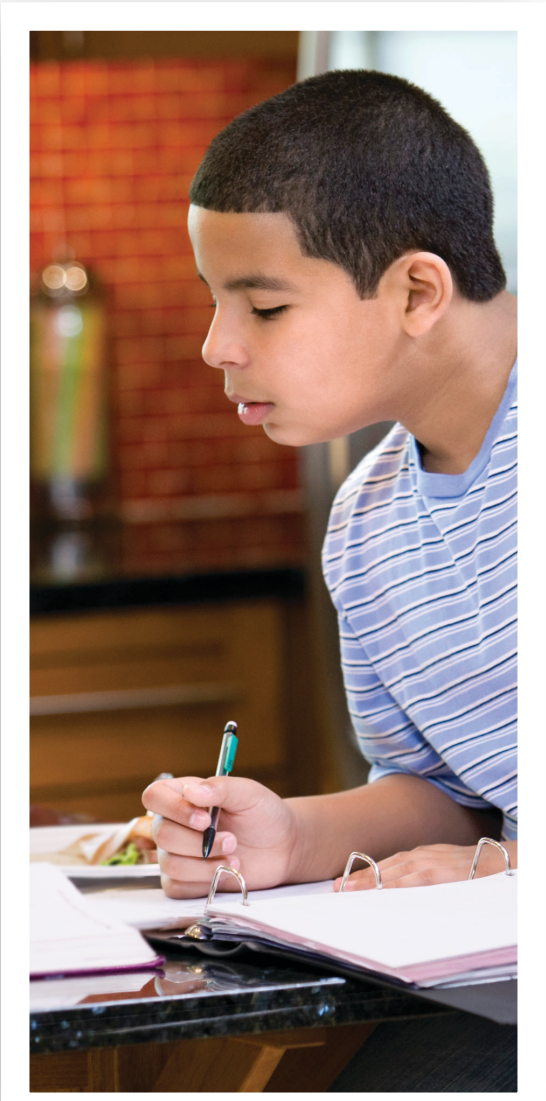
- What is your favorite piece of work in the portfolio? Why? What does it say about you?
- Looking at a piece of your written work from the beginning of the year and one from the end of the year, where do you notice improvement? What have you improved in your writing?At what have you improved in general? Is there any work that demonstrates this?What areas would you like to improve in? Why?What seems to be your greatest strength as indicated by your work? Is it a specific skill? For instance, are you a strong writer or presenter? Is it a subject area? For instance, is your highest graded work always in science?
- Have your academic interests or goals shifted in any way since the start of the year?
- Has any of the work in the portfolio been the result of collaboration? Did you work with other students to produce it? What did you learn about yourself in that process?
- How does the completion of this work bring you closer to your graduation goals and your college and/or career goals?
- What were the highlight learning experiences of your year? Why?
- What projects or units of study were your least favorite? Why? What could you do in the future to have more success with such projects or tasks?
- What have you learned about yourself this year?
- If you had to increase the time you studied next year by an hour a day, what skill or subject area would you spend that time on? Why? What piece(s) in your portfolio demonstrates a need for such focus?
- How has setting goals, using a binder, taking Cornell notes, and/or practicing other study skills contributed to your growth as a student? Is there any work that demonstrates this?

Chapter 5

Learning Styles[5]

Introduction

A major goal of the AVID Program is to empower students with both the knowledge and the skills to take charge of their own educations. We teach students how to advocate for themselves and how to problem solve difficult situations. Understanding themselves as learners is one part of the journey to becoming self-directed learners.



This unit is designed to introduce the concept of learning styles to students. The outcomes for this unit include the ability to identify various learning styles, to determine if one has a dominant learning style, to identify common classroom activities and how they relate to different learning styles, and to develop strategies to compensate when one's learning style is not being addressed in a classroom situation.

It is important throughout this unit to distinguish between the idea that teachers should consider different learning styles when writing lesson plans and that students are responsible for their own learning. In other words, knowledge of learning styles should not result in your AVID students blaming their teachers for not using teaching strategies that consider different learning styles, but rather should result in students being able to cope, compensate, and excel regardless of the strategies used in their classrooms.

This short unit can be completed in about one to two weeks in the AVID classroom, taking into consideration tutorials. Once these initial activities have been completed, the ongoing work is to revisit the concept at regular intervals and to continue to develop strategies to enhance learning situations in which one's learning style may not be addressed.

Work with your fellow AVID Elective teachers to decide when the introduction of learning styles fits best into your curriculum design. Keep these initial activities as part of the student's portfolio, and revisit the concept each year in each grade level to reinforce the concepts.

[5]Risi, R., Schiro, P. Serret-Lopez, C. (2005). Unit Ten: Learning Styles. *Strategies for Success* (pp. 137-145). San Diego, Ca: AVID Press

Activities

Day 1

- Quickwrite on the following questions: What does it mean to "learn how to learn?" What skills help us to become better learners? What must we learn about ourselves to help ourselves become better learners?

- Use the quickwrites as a springboard into a discussion about learning. Brainstorm as a class about what makes learning difficult or easy. Students give examples of what makes learning easier for them. Transition the discussion to the concept of learning styles, and let the students know that they will be taking a survey today to help them determine their learning styles.

- Have students complete the "Learning Style Survey." Follow the directions given on the activity sheet. Students will determine if they have a dominant style in three different categories: receptive, social, and expressive.

- Once they have completed the survey, the scoring, and the bar graphs, discuss the significance of the results. For example, what type of learner is a student whose visual score is 40, auditory score is 40, and tactile score is 30? How significant of a difference should there be in a score to determine if one learning style is dominant?

- End the lesson with a learning log, having the students write about their new knowledge of learning styles in general and of their own results from the survey. (You may also use the learning log as homework.)

Day 2

- Begin today's lesson with students sharing their learning logs with a partner, then as a whole class.

- Conduct a brief lecture or discussion about the definitions and meaning behind each learning style in each category. Students take Cornell notes.

- Students form groups based on similar receptive learning styles. For example, one group would be all students who scored highest on the survey for the tactile style. Have each group collaborate and brainstorm to answer the following questions: What strategies can teachers use to help us as visual/auditory/tactile learners? What learning situations do we find particularly challenging or difficult because of our learning style (e.g., auditory learners taking a test silently)? What strategies (that our teachers would agree are acceptable) can we use as

- visual/auditory/tactile learners when we are in these situations to help ourselves and take responsibility for our own learning?

- Groups share their ideas and chart their answers on the board. You may have students take notes on the discussion.

- Use the activity "Learning Styles Classroom Observation" for a homework assignment.

Day 3

- Use the example from the "Learning Styles Classroom Observation" to lead a discussion about classroom activities, which types of activities might be challenging for which types of learners, and how those learners might compensate in that situation. This is important modeling for the students to continue this type of discussion in their groups.
- Students get into the same groups as the previous lesson with their completed homework assignments. Students should share the observations from their classes. As a group, they should choose one activity to focus on that is a challenge for their particular learning style and brainstorm at least three strategies to compensate for that situation.
- Each group creates a poster or chart that describes the classroom activity, explains why it is a challenge for their learning style, and explains strategies they think they could use to overcome that challenge.

Follow-up

- Repeat the "Learning Styles Classroom Observation" once a month to reinforce the concepts.
- Students write at least one learning log a week addressing learning styles, learning challenges, and how they are overcoming the challenges.
- Pose various learning style challenges as warm-ups or quickwrites and have students problem solve the situation.
- Create conversations with teachers and students about learning styles. This may help students better understand how teachers are trying to meet the needs of many types of learners and help teachers better understand the learning struggles of some students.

Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity

Learning Style Survey

Directions: Read each statement below and circle "yes" if it describes you. Circle "no" if it does not describe you.

There is no right or wrong answer, but only the way you feel about the statement. If both answers are true, mark the one which seems true most of the time. Respond to every statement.

Example: I would rather do work in the afternoon than in the morning.

A "yes" response means that you prefer to work in the afternoon. A "no" response means you prefer to work in the morning.

1.	Making things for my studies helps me to learn.	Yes	No
2.	I can *write* about most things I know better than I can *tell* about them.	Yes	No
3.	When I really want to understand what I have read, I read it softly to myself.	Yes	No
4.	I get more done when I work alone.	Yes	No
5.	I remember what I have *read* better than what I have *heard*.	Yes	No
6.	When I do math problems in my head, I say the numbers to myself.	Yes	No
7.	When I answer questions, I can *say* the answer better than I can *write* it.	Yes	No
8.	I enjoy joining in on class discussions.	Yes	No
9.	I understand a math problem that is written down better than one I hear.	Yes	No
10.	I do better when I can *write* the answer instead of having to *say* it.	Yes	No
11.	I understand spoken directions better than written ones.	Yes	No
12.	I like to work by myself.	Yes	No
13.	I would rather *tell* about how a thing works than *write* about how it works.	Yes	No
14.	I would rather *read* a story than *listen* to one.	Yes	No
15.	If someone tells me three numbers to add, I can usually get the right answer without writing it down.	Yes	No
16.	I prefer to work with a group when there is work to be done.	Yes	No
17.	Seeing a graph or chart with numbers is easier for me to understand than hearing the number said.	Yes	No
18.	Writing a spelling word several times helps me to remember it better.	Yes	No

19.	I learn better if someone reads a book to me than if I read it silently to myself.	Yes	No
20.	I learn best when I study alone.	Yes	No
21.	I would rather *tell* a story than *write* one.	Yes	No
22.	When I have a choice between reading and listening, I usually read.	Yes	No
23.	*Saying* the multiplication tables over and over helps me to remember them better than *writing* them over and over.	Yes	No
24.	I do my best work in a group.	Yes	No
25.	I understand a math problem that is *written* down better than one I *hear*.	Yes	No
26.	In a group project, I would rather make a chart or poster than get the information that goes in the chart or poster.	Yes	No
27.	Written assignments are easy for me to follow.	Yes	No
28.	I remember more of what I learn if I learn it alone.	Yes	No
29.	I do well in classes where most of the information has to be read.	Yes	No
30.	I would enjoy giving an oral report to the class.	Yes	No
31.	I learn math better from spoken explanations than from written ones.	Yes	No
32.	If I have to decide something, I ask other people for their opinion.	Yes	No
33.	Written math problems are easier for me than oral ones.	Yes	No
34.	I like to make things with my hands.	Yes	No
35.	I don't mind doing written assignments.	Yes	No
36.	I remember things I *hear* better than things I *read*.	Yes	No
37.	I learn better by reading than I do by listening.	Yes	No
38.	It is easy for me to tell about things that I know.	Yes	No
39.	It makes it easier for me when I say numbers of a problem to myself as I work it out.	Yes	No
40.	If I understand a problem, I like to help someone else to understand it, too.	Yes	No
41.	*Seeing* a number makes more sense to me than *hearing* a number.	Yes	No
42.	I understand what I have learned better when I am involved in making something for the project.	Yes	No
43.	The things I write on paper sound better when I say them.	Yes	No
44.	I find it easier to remember what I have *heard* than what I have *read*.	Yes	No
45.	It is fun to learn with classmates, but it is hard to study with them.	Yes	No

Student Activity

Learning Style Survey (Continued)

In the columns below, put an "X" by the number if you answered "yes" to that question in the survey. If you answered "no" to a question, do not make a mark for that number. If you did not answer a question, it is important that you go back and answer it now.

VISUAL	AUDITORY	TACTILE	INDIVIDUAL	GROUP	ORAL	WRITTEN
5	3	1	4	8	6	2
9	7	14	12	16	22	10
13	11	26	20	24	30	18
17	15	34	28	32	38	33
21	19	42	45	40	43	35
25	23					
27	31					
29	36					
37	39					
41	44					

Now count the number of times you marked an "X" in each column and fill in the totals for each column in the appropriate space below. Then complete the calculations.

Visual _____ x 5 = _____

Auditory _____ x 5 = _____

Tactile _____ x 10 = _____

Individual _____ x 10 = _____

Group _____ x 10 = _____

Oral _____ x 10 = _____

Written _____ x 10 = _____

Student Activity

Learning Style Survey (Continued)

Using the totals from the previous page, shade in the bar graphs below.

Receptive Style

	10	20	30	40	50
Visual					
Auditory					
Tactile					

Social Style

	10	20	30	40	50
Individual					
Group					

Expressive Style

	10	20	30	40	50
Oral					
Written					

Name: _____ Grade: _____

Date: _____ Period: _____

Learning Style Classroom Observation

Directions: In your classes today and tomorrow, make notes about the types of activities that your teachers ask you to do. Record the name of the class, then tell which learning styles you think the activity would work well for and which learning styles might be challenged by your activity. Be prepared to give your reasons in AVID during our group discussion. Include in your chart the receptive, social, and expressive learning styles. Prepare at least five different examples.

DESCRIBE ACTIVITY	NAME OF CLASS	LEARNING STYLES FOR WHICH THIS WOULD WORK	LEARNING STYLES THAT MIGHT FIND THIS CHALLENGING

Name: Lee Ng Grade: 11

Date: 3/18 Period: 3

Learning Style Classroom Observation

Directions: In your classes today and tomorrow, make notes about the types of activities that your teachers ask you to do. Record the name of the class, then tell which learning styles you think the activity would work well for and which learning styles might be challenged by your activity. Be prepared to give your reasons in AVID during our group discussion. Include in your chart the receptive, social, and expressive learning styles. Prepare at least five different examples.

DESCRIBE ACTIVITY	NAME OF CLASS	LEARNING STYLES FOR WHICH THIS WOULD WORK	LEARNING STYLES THAT MIGHT FIND THIS CHALLENGING
Oral drills practicing new vocabulary out loud; students repeat teacher.	Spanish	Auditory Group Oral	Visual Tactile Individual Written
Watching a video and taking notes	World History	Visual Auditory Tactile Individual Written	Group Oral
Taking a test individually; essay and multiple choice	English	Visual Tactile Individual Written	Auditory Group Oral
Painting with water colors	Art 1	Visual Tactile Individual	Auditory Group Written Oral
Working out proofs in small groups	Geometry	Visual Auditory Tactile Group Written Oral	Individual

Traditional vs. Collaborative

The table below illustrates the differences between traditional and collaborative learning groups. The ultimate goal of tutorials is to create successful collaborative learning groups that assist students in achieving in rigorous academic classes.

TRADITIONAL GROUPS	COLLABORATIVE LEARNING GROUPS
• No interdependence • No individual accountability • Homogeneous • One appointed leader • Responsibility only for self • Social skills ignored. • Teacher/tutor ignores group functioning. • No group processing required.	• Positive interdependence • Individual accountability • Heterogeneous • Shared leadership • Shared responsibility for one another • Appropriate social skills are addressed and modeled by the AVID site coordinator/teacher/tutor. • AVID site coordinator/teacher/tutor observes, monitors, and intervenes. • Groups process their effectiveness through reflection.

Describe a time when you had a successful collaborative experience in school. What did it look like, feel like, and sound like?

_____

_____

_____

_____

_____

_____

_____

_____

Flying Solo or in a Group?

Record your thoughts about working in a group and working alone by completing these sentences.

I prefer to work in a group when…	I prefer to work alone when…
What I find difficult about working in a group is…	What I find difficult about working alone is…

Your preference (working in a group or working alone) is indicative of your learning style. It is important to identify your learning style so you can work collaboratively with others. You will also need to develop sensitivity and awareness to the way others learn best, especially when their styles differ from yours.

The AVID Brain

(Pair-Share Activity)

Directions:
Read the information below, and then work with a partner 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 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 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.

Directions: Work with a partner to complete this page.

1. Your Name: _____

2. Partner's Name: _____

Based on the descriptions on the previous page, what kind of learner are you?

Partner 1: _____

Partner 2: _____

What kind of classroom activities do you enjoy best?

Partner 1: _____

_____

_____

_____

_____

_____

_____

_____

Partner 2: _____

_____

_____

_____

_____

_____

_____

_____

More About Learning Styles

Directions: Highlight the column that applies to you (your learning style).

AUDITORY LEARNERS

What you like and how you learn:

- Talking and listening—enjoys dialogue
- Asking questions
- Reading out loud
- Moving lips while reading
- Books on tape/CD
- Voice, tempo, and rhythm
- Background music
- Noise while you work
- Panels, committees, and debates
- Storytelling
- Remembers through auditory repetition
- Use of inquiry
- Hearing prompts like:
  - How does this work?
  - Do you hear what I'm saying?
  - Listen to this…

Good study habits for you…

- Discuss ideas with another student
- Don't miss class—you need the lecture
- Read things out loud
- Talk with someone about what has been read
- Make flashcards; use them with a partner or say the answers out loud
- Have some noise in your work or study environment (music, people talking, etc.)
- "Talk" the material to yourself
- Study in a group; ask each other questions
- Record yourself while reading, and then listen to yourself
- Create songs, poems, or raps of the information you need to know

Interesting Side Notes:

- Auditory learners are often misunderstood because they ask questions and are thought not to be paying attention.
- Many don't like to do written work or read a lot.

VISUAL LEARNERS

What you like and how you learn:

- Crossword puzzles and word searches
- Charts, graphs, and diagrams
- Pictures
- Neat surroundings
- Reading to self
- A quiet working environment
- Organize thoughts by writing things down
- Seeing rather than hearing something
- Learn by watching demonstrations
- Visualization
- Step-by-step written instructions
- Reading and writing strategies
- Hearing prompts like:
  - Picture this…
  - Do you see what I mean?
  - How does this look to you?

Good study habits for you…

- Organize your work space before starting to work or study
- Draw charts, diagrams, pictures, graphs, and maps
- Photocopy important pages or information, and highlight/draw on them
- If you own the book, use a highlighter to mark important information; use different colors when writing
- Form pictures to which you can attach the information being learned
- Turn headings into questions, and then read to find answers
- Copy or type notes
- Read the chapter before the lecture
- Use lists
- Make flashcards
- Hang pictures, charts, graphs, and posters around your study area

Interesting Side Notes

- Visual learners need to take the spoken word and make it visual.
- They may draw, write lists, even doodle in order to learn.
- They often will not be able to concentrate in a cluttered or noisy environment .

KINESTHETIC LEARNERS

What you like and how you learn:

- Touching everything
- Textures (the way things feel)
- Making/building things; using manipulatives
- Fiddling or tinkering with things
- Learning with items that you can hold and move (models)
- Highlighting when reading
- Physical activity and movement
- Getting up out of seat or working on the floor
- Rocking back in chairs; bouncing legs, tapping pencil, drumming
- Using gestures (hands) when speaking
- Learn by doing
- Use of collaboration
- Need more time to process information
- Hearing prompts like:
  - How does that feel?
  - Are you able to grasp this idea?

• Good study habits for you…

- Be well equipped with lots of tools—pens, pencils, paper, rulers, etc.
- Get comfortable before you study
- Write and rewrite information
- Make summaries and outlines
- Use a highlighter to mark important information
- Study with another person; exchange notes while you study
- Put notes on cards that can be moved around as you study
- Make flashcards; carry them in your pocket or backpack; use them on the bus, when walking, or whenever you have a short break
- Take Cornell notes as you study or read a textbook
- Create a game out of what you are studying
- Take a break every so often; stand up and walk around
- Have a drink or snack while you work
- While you read or study, have a pen, a piece of clay, or a smooth stone in your free hand

Interesting Side Notes:

- Kinesthetic learners are often thought not to be paying attention because they are constantly moving.
- They generally cannot concentrate for long periods of time without being able to move around.

Jason Wong, Toll Middle School, Glendale Unified School District. Used with permission.

Chapter 6

Test Taking[6]

Introduction

High school and middle school students are very often poor test-takers. Some students, even when well prepared, have difficulty performing well on tests because they lack test-taking skills. This unit is designed to provide guidelines for you to help your students develop proactive test-taking habits and skills. The activities in this unit can be applied to the classroom testing situations that your students encounter daily as well as to the standardized testing.

Test-taking skills can be divided into three broad areas: before the test, during the test, and after the test. Use the activities in this unit as you see fit to help your students develop stronger test-taking skills. If you have used the lesson on learning styles, then have them apply their knowledge of their learning styles to different testing situations, developing strategies to overcome any testing obstacles that their learning styles create.

[6]Risi, R., Schiro, P. Serret-Lopez, C. (2005). Unit Thirteen: Test-taking. *Strategies for Success* (pp. 173-186). San Diego, Ca: AVID Press

Here are some basic principles to follow when discussing test-taking skills and developing strategies.

Before the Test

Know the test. Determine the types of questions that will be asked, how much time will be allowed, and how the test will be scored. (Students may use the "Pre-Test Checklist" to record this information.)

Verify information. Determine what information you will be given on the test during the test and what materials you will have at your disposal. For example, for classroom tests you may be able to use notes or books. For standardized tests such as the SAT, you may use calculators and are provided with the formulas you will need so you don't have to memorize them. If possible, know the directions ahead of time, so that you don't waste time reading them during the test.

Study effectively. Once you know what the test will be about, use study strategies appropriate for that type of test. (See the section "Test-Taking Tips" for more information.) Also, be sure to study a bit each day instead of trying to cram everything in the night before. Use your Cornell notes daily to review material and bring possible test questions and topics to tutorials.

Develop a plan. Decide how you will pace yourself during the test and what strategies you may need to use for your learning style to help yourself do better on the test.

During the Test

Scan and review. Once you receive the test, quickly scan and review each section and the directions to be sure that the test is what you were expecting.

Pace yourself. Set yourself up to follow your plan; keep a watch on your desk if you cannot easily see a clock.

Use strategies. Remember to use the strategies you have developed to help yourself. For example, auditory learners may need to mouth questions silently to themselves to better understand. Strategies such as the process of elimination with multiple-choice questions may need to be employed.

Follow your plan. Self-monitor so that you follow the plan you developed to complete your test with the best possible outcomes.

After the Test

Reflect on your experience. After a test but before you get your results, write reflectively in a learning log about the test. Think about what you did well, what seemed difficult, if you think you prepared appropriately, and speculate about your score.

Analyze your results. Once you receive your test results, look for patterns, identify strengths and challenges, develop strategies to improve areas of weakness or skill deficit, and focus study efforts on those areas if you will be taking the test again.

Consult with teachers. When appropriate, follow up with your teachers to help you analyze your performance. If you didn't do as well as you had hoped, your teachers may be able to offer insights on how you can improve the next time. (Students may use the activity "Test-Taking Problems" to reflect, analyze, and discuss with teachers.)

Test-Taking Strategies and Tips

Test taking has become an ever-increasing part of student assessment as well as school accountability. If teachers are to get a true measure of what a student knows, it is critical that the student be knowledgeable about how to prepare for and take a test.

Teacher Tips

- Give students examples of all types of tests that they may encounter throughout the year. This includes formative assessments within your class and standardized testing.
- Provide students multiple opportunities to practice types of standardized questions and test-taking strategies that might help guide them to correct answers.
- Provide clear expectations about how tests will be graded (include rubrics where possible).
- Model the use of notes to review for a test, providing in-class time to practice good study habits.
- Teach students positive habits that lead to more effective test-taking (study habits, eating/rest before a test, stress release, etc.).

Preparing for a Test

How to Organize What You Are Learning

- Keep an updated, detailed assignment log/planner.
- Keep an organized binder. Divide each separate subject into topics such as vocabulary, homework, handouts, tests, etc.
- Keep all homework, handouts, notes, and tests in your binder.
- Keep your work in order by date.
- Keep your binder neat, with all papers three-hole punched.

How to Keep a Record of What You Are Learning

- Take notes in all classes, picking out important pieces of information that you think the teacher wants you to know.
- Take notes on reading assignments. Look at pictures, captions, titles, headings, words in bold-faced type, or anything else that might be on a test.
- Review your notes each day.
- Keep all your notes organized by subject and date.
- Look at your notes to see what the lecture notes and reading notes have in common.

How to Study for a Test

Ask questions—

- What kind of test will it be?
- On what will we be tested?
- What type of test (fill-in-the-blank, multiple choice, short answer, essay, free response, matching, etc.) will it be? *Ask for help if you do not understand something.*
- Organize study groups independently.

Organize your notes—

- Review your notes every day.
- Go over your notes, focusing on key words and phrases. Use symbols to show your level of understanding.
  + = I know this information.
  ? = I am aware of this information but need more study/practice.
- Look for specific pieces of information you don't know and mark them for further study.
  — = I do not know this information.
- Rewrite the most important notes to refresh your memory.
- Practice using visual cues as memory recall devices.

Review for the test—

- Read difficult material out loud when reviewing.
- Have a friend or family member quiz you.
- Make flash cards.

How to Be Physically and Mentally Ready for a Test

- Don't try to study everything the night before the test.
- Get plenty of rest and sleep the night before the test.
- Get up early the morning of the test so you won't feel rushed.
- Eat a light and nutritious breakfast so your energy won't be low.
- Have ready all the materials you will need for your test.
- Have a positive attitude.
- Stay calm.

Test-Taking Tips

Tips for Testing Situations

1. Have ready all the materials/supplies you will need for the test.
2. Read the directions carefully, paying close attention to what you are asked to do.
3. Plan your time, making sure you allow time to work on all the problems and still finish your test. Do the easiest problems first.
4. Carefully work through the problems, going back to the more difficult problems when you're finished with the problems you can easily answer.
5. Reread the problems to see if your answers make sense. You should check for mistakes that might have been made because you were in a hurry.

True/False Tests

- True/false tests are the easiest to complete because you have a 50 percent chance of getting the answer correct.
- This kind of test can be tricky. A single word can make a true sentence false. Read the statement carefully.

  True—In the **story** "The Three Little Pigs," the first little pig's house is made of straw.

  False—In the **poem** "The Three Little Pigs," the first little pig's house is made of straw.
- Some true/false questions make general statements that seem true but are not ALWAYS true.

  Words such as *often, usually, rarely*, and *sometimes* may indicate a true answer.

  True—Fifth-grade students are sometimes loud.
- Watch out for words like *all, only, always, never*, and *none*. These words may make the statement false.

  False—Fifth grade students are always loud.
- Search for the word or detail that can make the statement false.

Matching Tests

Some tests or parts of a test will ask you to match items in one list to items in another list. Even though you do not know every item, you may be able to figure them out.

- Count to see which list has fewer items—every item in the shorter list will have a matching item in the longer list, with a few left over.
- Answer the questions you know first. Mark off each item as you use it so you won't use it again—unless the directions say that items can be used more than once.
- Make good guesses for items you aren't sure of, using clue words to help you.
  - If you are asked to find a match for "The French general who fought in the American Revolution," look for a "foreign" name.
  - If you are asked to find a match for "Famous scientific research team," look for an answer that contains more than one name.
  - If you are asked to find a match for "The famous man who gave the speech "I have a dream," look for all the men's names and eliminate any women's names.
- Finding clues can help you match items you don't know.

Fill-in-the-Blank Questions

Fill-in-the-blank questions usually require an exact answer. Read the sentences carefully, using the information in them to figure out the missing words or phrases.

- Watch out for tricky words like those used in true/false tests: *often, usually, rarely, sometimes, all, only, always, never,* and *none*.
- Be sure your answer fits grammatically into the sentence.
  "_____ is the capital of Colorado" would be filled in with a proper noun; selecting an adjective like *smiling* shows you did not read the statement clearly.
- Pay attention to the number and length of the blank spaces in the sentences. Although the length of the space can be misleading, most of the time the space provided gives you a clue about the answer.
- If you are unsure of the answer, fill in the blank with the most likely answer; you may get partial credit.

Multiple-Choice Questions

- It is important that you read the answers *first* when answering multiple-choice questions.
- Answer all the questions you know first; read all the choices for each question and choose the one that answers the question or seems right. Only one answer is correct.
- Go back and look over the items whose answers you did not know or were unsure of. Make a good guess. Do not leave any items unanswered.
- Read the questions carefully, looking for trick words.
- Sometimes one of the answer choices may be "all of the above" or "none of the above." Use your common sense:
  - If you know at least one choice is incorrect, then "all of the above" can't be right.
  - On the other hand, if you know that at least one of the other choices is right, "none of the above" can't be right.
- If this test has a "bubble" answer sheet, be sure to fill in the bubble in the correct space.

Vocabulary Tests

Vocabulary tests ask you about the meanings of words, often directing you to pick out the word whose meaning is *the same as* the meaning of a given word.

- First try to come up with a simple definition for the given word before you look at the choices.
- Eliminate choices you know are wrong.
- If you are finding a word whose meaning is *the same as*, think of a sentence using the given word. Then replace that word in the sentence with your choice. If the sentence does not make sense, the word you chose is not correct.
- If you are finding a word whose meaning is the *opposite of*, think of a sentence using the given word. This time, look for the word that gives your sentence the opposite meaning.
- Sometimes you can look at the parts of a word to help you figure out its meaning.

Essay Tests

- Read all your essay questions carefully. Look at all the words in each question—does the test ask you to compare/contrast, to describe, to discuss, or to solve a problem? Be sure to do what the question asks.
- Be sure to keep track of your time so you can finish all parts of your test.
- If some essay questions are worth more points than others, spend more time answering the more valuable questions.
- As you read the essay questions, look for key words that give you clues to what you must write about.
    1. Some key words tell you how to approach the subject:
    comment, compare, define, describe, discuss, explain, prove, and *respond.*
    2. Some of these words ask you to give your opinion.
    3. Some of the words ask you to present information.
    4. Some of the words ask you to focus on one idea.
    5. Some of the words ask you to give several ideas or details.
- Know what a question asks for.
- Be sure to answer all parts of the question.

Name: _____ Grade: _____

Date: _____ Period: _____

Test-Taking Problems

Directions: Put a check in the box if you have experienced that particular problem in preparing for or taking tests.

After you have checked all the boxes that apply to you, write about these experiences. Give examples and explanations from recent test-taking experiences.

- ☐ Spending too much time on difficult questions
- ☐ Not finishing the test or answering all the questions
- ☐ Not being able to concentrate
- ☐ Skipping too many questions
- ☐ Not understanding directions
- ☐ Not listening to instructions
- ☐ Being nervous and anxious
- ☐ Not checking my work
- ☐ Not studying enough
- ☐ Not studying the correct material
- ☐ Studying only the night before the test

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name: _____ Grade: _____

Date: _____ Period: _____

Pre-Test Checklist

Directions: Fill in the information in the chart below to help you to prepare to study for any test.

TYPE OF QUESTION	NUMBER OF QUESTIONS	POINTS EACH
True/False		
Matching		
Multiple Choice		
Fill in the Blank		
Short Answer		
Essay		

Amount of Time for Test

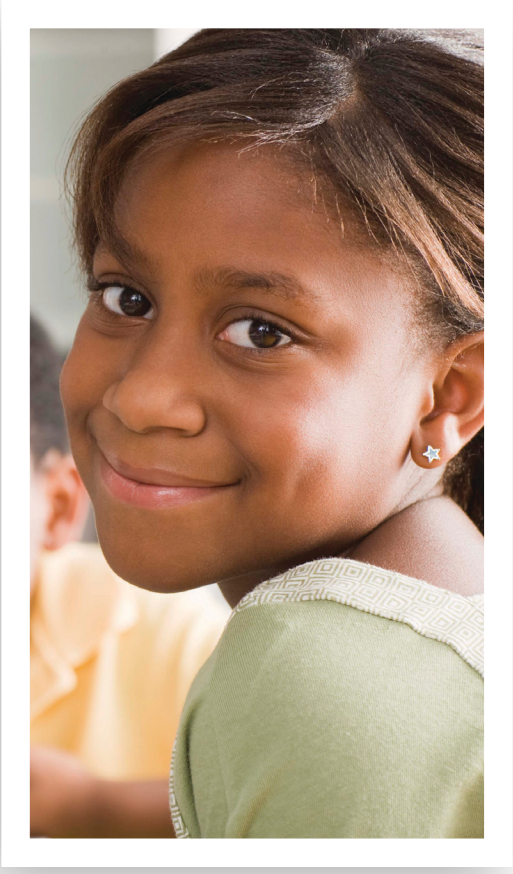
Information That Will Be Provided	Information That Needs to Be Memorized

Materials That Will Be Provided	Materials That I Will Need to Bring

Chapter 7

Inquiry[7]

Introduction



The ability to ask skilled questions is one of the keys to unlocking deeper thinking and understanding of a topic. As teachers become increasingly skilled in inquiry, their students begin to not only think about the surface-level information, but also see the deeper application and connections that exist. As students begin to ask higher-level questions, they increase retention and understand the relevance of information at a new level.

In the AVID curriculum and strategies, the topic of inquiry comes up many times. In the left-hand column of Cornell notes, students should be working towards writing higher-level questions. In Socratic Seminars and AVID tutorials, students prepare for activities by writing higher-level questions over related subject matter. Inquiry is one of the key components of the AVID methodology.

This chapter provides resources on Costa's Levels of Thinking and Questioning. Resources are also provided that show how Costa's Levels are similar to Bloom's Taxonomy. While these two methods are similar, we tend to emphasize Costa's Levels in AVID because the three-level system is more developmentally appropriate for students than the six levels of Bloom's Taxonomy.

As you become familiar with Costa's Levels of Thinking and Questioning, self-analyze the questions that you ask your students during class and on assignments. Also, note the types of questions that students ask you during class. Higher-level questions being asked by everyone is evidence of deepening understanding in your class.

[7]Daws, T., Schiro, P. (2009). *Tutorial Support Curriculum Resource Guide* (pp. 86-102). San Diego, Ca: AVID Press

The Three-Story House

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

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

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

3—Applying

Evaluate	Generalize	Imagine
Judge	Predict	Speculate
If/Then	Hypothesize	Forecast

2—Processing

Compare	Contrast	Classify
Sort	Distinguish	Explain (Why?)
Infer	Analyze	

1—Gathering

Complete	Define	Describe
Identify	List	Observe
Recite	Select	

Vocabulary: Costa's Levels of Thinking and Questioning

LEVEL 1

Remember	Define	List	Recall	Match
	Repeat	State	Memorize	Identify
	Name	Describe	Label	Record
Show Understanding	Give examples	Rewrite	Review	Tell
	Restate	Reorganize	Locate	Extend
	Discuss	Explain	Find	Summarize
	Express	Report	Paraphrase	Generalize

LEVEL 2

Use Understanding	Dramatize	Use	Translate	Interpret
	Practice	Compute	Change	Repair
	Operate	Schedule	Pretend	Demonstrate
	Imply	Relate	Discover	Infer
	Apply	Illustrate	Solve	
Examine	Diagram	Question	Analyze	Criticize
	Distinguish	Inventory	Differentiate	Experiment
	Compare	Categorize	Select	Break down
	Contrast	Outline	Separate	Discriminate
	Divide	Debate	Point out	
Create	Compose	Draw	Plan	Modify
	Design	Arrange	Compile	Assemble
	Propose	Suppose	Revise	Prepare
	Combine	Formulate	Write	Generate
	Construct	Organize	Devise	

LEVEL 3

Decide	Judge	Rate	Choose	Conclude
	Value	Justify	Assess	Summarize
	Predict	Decide	Select	
	Evaluate	Measure	Estimate	
Supportive Evidence	Prove your answer	Give reasons for your answer	Explain your answer	Why do you feel that way?
	Support your answer		Why or why not?	

STUDENT HANDOUT 7.3

Content-Specific Questions

Costa's Levels of Thinking and Questioning: **Math**

LEVEL 1	LEVEL 2	LEVEL 3
• What information is given? • What are you being asked to find? • What formula would you use in this problem? • What does _____mean? • What is the formula for…? • List the… • Name the… • Where did…? • What is…? • When did…? • Explain the concept of… • Give me an example of… • Describe in your own words what _____means. • What mathematical concepts does this problem connect to? • Draw a diagram of… • Illustrate how _____works.	• What additional information is needed to solve this problem? • Can you see other relationships that will help you find this information? • How can you put your data in graphic form? • What occurs when…? • Does it make sense to…? • Compare and contrast _____ to _____. • What was important about…? • What prior research/formulas support your conclusions? • How else could you account for…? • Explain how you calculate… • What equation can you write to solve the word problem?	• Predict what will happen to _____ as _____ is changed. • Using a math principle, how can we find…? • Describe the events that might occur if… • Design a scenario for… • Pretend you are… • What would the world be like if…? • How can you tell if your answer is reasonable? • What would happen to_____ if _____(variable) were increased/decreased? • How would repeated trials affect your data? • What significance is this formula to the subject you're learning? • What type of evidence is most compelling to you?

Costa's Levels of Thinking and Questioning: **Science**

LEVEL 1	LEVEL 2	LEVEL 3
• What information is given? • What are you being asked to find? • What formula would you use in this problem? • What does _____mean? • What is the formula for…? • List the… • Name the… • Where did…? • What is…? • When did…? • Describe in your own words what _____ means. • What science concepts does this problem connect to? • Draw a diagram of… • Illustrate how _____works.	• What additional information is needed to solve this problem? • Can you see other relationships that will help you find this information? • How can you put your data in graphic form? • How would you change your procedures to get better results? • What method would you use to…? • Compare and contrast _____ to _____. • Which errors most affected your results? • What were some sources of variability? • How do your conclusions support your hypothesis? • What prior research/formulas support your conclusions? • How else could you account for…? • Explain the concept of… • Give me an example of…	• Design a lab to show… • Predict what will happen to _____ as _____ is changed. • Using a science principle, how can we find… • Describe the events that might occur if… • Design a scenario for… • Pretend you are… • What would the world be like if…? • What would happen to ___ if _____(variable) were increased/decreased? • How would repeated trials affect your data? • What significance is this experiment to the subject you're learning? • What type of evidence is most compelling to you? • Do you feel _____ experiment is ethical? • Are your results biased?

Costa's Levels of Thinking and Questioning: **English**

LEVEL 1	LEVEL 2	LEVEL 3
• What information is given? • Locate in the story where… • When did the event take place? • Point to the… • List the… • Name the… • Where did…? • What is…? • Who was/were? • Illustrate the part of the story that… • Make a map of… • What is the origin of the word_____? • What events led to…?	• What would happen to you if…? • Would you have done the same thing as…? • What occurs when…? • Compare and contrast _____ to _____ • What other ways could _____ be interpreted? • What is the main idea of the story (event)? • What information supports your explanation? • What was the message in this piece (event)? • Give me an example of… • Describe in your own words what _____ means. • What does _____ suggest about _____'s character? • What lines of the poem express the poet's feelings about_____? • What is the author trying to prove? • What evidence does he/she present?	• Design a _____ to show… • Predict what will happen to _____ as _____ is changed. • Write a new ending to the story (event)… • Describe the events that might occur if… • Add something new on your own that was not in the story… • Pretend you are… • What would the world be like if…? • Pretend you are a character in the story. Rewrite the episode from your point of view. • What do you think will happen to _____? Why? • What is most compelling to you in this _____? Why? • Could this story have really happened? Why or why not? • If you were there, would you…? • How would you solve this problem in your life?

Costa's Levels of Thinking and Questioning: **Social Studies**

LEVEL 1	LEVEL 2	LEVEL 3
• What information is given? • What are you being asked to find? • When did the event take place? • Point to the… • List the… • Name the… • Where did…? • What is…? • Who was/were? • Make a map of…	• What would happen to you if…? • Can you see other relationships that will help you find this information? • Would you have done the same thing as…? • What occurs when…? • If you were there, would you…? • How would you solve this problem in your life? • Compare and contrast _____ to _____. • What other ways could _____ be interpreted? • What things would you have used to…? • What is the main idea in this piece (event)? • What information supports your explanation? • What was the message in this event? • Explain the concept of… • Give me an example of…	• Design a _____ to show… • Predict what will happen to _____ as _____ is changed. • What would it be like to live…? • Write a new ending to the event. • Describe the events that might occur if… • Pretend you are… • What would the world be like if…? • How can you tell if your analysis is reasonable? • What do you think will happen to _____? Why? • What significance is this event in the global perspective? • What is most compelling to you in this _____? Why? • Do you feel _____ is ethical? Why or why not?

Bloom's Taxonomy:
Science and Math

KNOWLEDGE— **recalling information** • What information is given? • What are you being asked to find? • What formula would you use in this problem? • What does _____mean? • What is the formula for...? • List the... • Name the... • Where did...? • What is...? • Who was/were...? • When did...?	**COMPREHENSION—** **understanding meaning** • What are you being asked to find? • Explain the concept of… • Give me an example of… • Describe in your own words what _____means. • What (science or math) concepts does this problem connect to? • Draw a diagram of... • Illustrate how _____works. • Explain how you calculate… results?	**APPLICATION—** **using learning in new situations** • What additional information is needed to solve this problem? • Can you see other relationships that will help you find this information? • How can you put your data in graphic form? • What occurs when…? • How would you change your procedures to get better • Does it make sense to…? • What method would you use to…?
ANALYSIS— **ability to see parts and relationships** • Compare and contrast _____ to _____. • What was important about... • Which errors most affected your results? • What were some sources of variability? • How do your conclusions support your hypothesis? • What prior research/formulas support your conclusions? • How else could you account for...?	**SYNTHESIS—** **parts of information to create new whole** • Design a lab to show… • Predict what will happen to _____ as _____ is changed. • Using a principle of (science or math), how can we find…? • Describe the events that might occur if…? • Design a scenario for… • Pretend you are… • What would the world be like if…?	**EVALUATION—** **judgment based on criteria** • How can you tell if your answer is reasonable? • What would happen t o _____ if _____ (variable) were increased/ decreased? • How would repeated trials affect your data? • What significance is this experiment/formula to the subject you're learning? • What type of evidence is most compelling to you? • Do you feel _____ experiment is ethical? • Are your results biased?

Bloom's Taxonomy:
English and Social Science

KNOWLEDGE— **recalling information** • What information is given? • What are you being asked to find? • Locate in the story where... • When did the event take place? • Point to the... • List the... • Name the... • Where did...? • What is...? • Who was/were...? • Describe the scenario…	**COMPREHENSION—** **understanding meaning** • What are you being asked to find? • Explain the concept of… • Give me an example of… • Describe in your own words what _____ means. • Illustrate the part of the story that… • Make a map of… • This event led to…	**APPLICATION—** **using learning in new situations** • What would happen to you if…? • Can you see other relationships that will help you find this information? • Would you have done the same thing as…? • What occurs when…? • If you were there, would you…? • How would you solve this problem in your life? • In the library (or on the web) find info about…
ANALYSIS— **ability to see parts and relationships** • Compare and contrast _____ to _____ . • What was important about...? • What other ways could _____ be interpreted? • What things would you have used to...? • What is the main idea of the story (event)? • What information supports your explanation? • What was the message in this piece (event)...?	**SYNTHESIS—** **parts of information to create new whole** • Design a _____ to show… • Predict what will happen to _____ as _____ is changed. • What would it be like to live…? • Write a new ending to the story (event). • Describe the events that might occur if… • Add a new thing on your own that was not in the story. • Pretend you are… • What would the world be like if…?	**EVALUATION—** **judgment based on criteria** • How can you tell if your analysis is reasonable? • Would you recommend this _____ to a friend? Why? • What do you think will happen to _____? Why? • What significance is this event in the global perspective? • What is most compelling to you in this _____? Why? • Do you feel _____ is ethical? Why or why not? • Could this story really have happened? Why or why not?

Pledge of Allegiance

Directions: Read the Pledge of Allegiance on page 2 of this handout and then answer the following Level 1, 2, and 3 questions.

Level 1:

What does allegiance mean?

What two words describe the United States of America?

Write your own Level 1 question here:

Level 2:

How is the Pledge similar to the AVID student or tutor contract?

How does one demonstrate allegiance?

Write your own Level 2 question here:

Level 3:

Does everyone in America have liberty and justice? Explain.

How would the Pledge change if it were written for your AVID class?

Write your own Level 3 question here:

The Pledge of Allegiance

I pledge allegiance to the flag

of the United States of America,

and to the republic for which it stands:

one nation under God, indivisible,

With liberty and justice for all.

Moving on Up:
Writing Higher-Level Questions

Directions: Complete the table below by writing Level 2 and 3 questions that correspond to each Level 1 question provided for the fairy tale "Cinderella." The first set has been completed for you as an example.

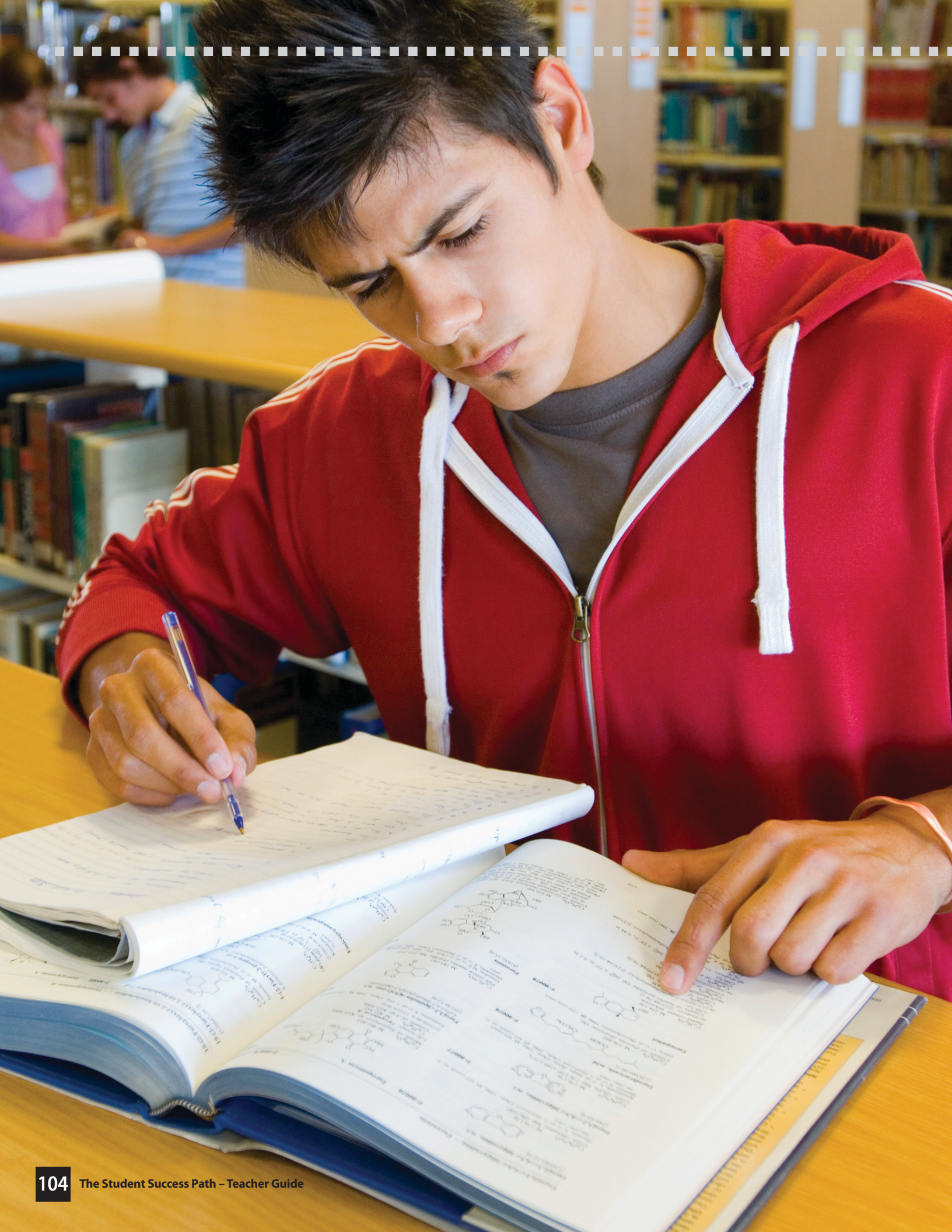
Level 1	Level 2	Level 3
What are the names of the three stepsisters?	Compare and contrast Cinderella to one of her stepsisters.	Justify the reasons why Cinderella's stepsisters are so undesirable to the prince.
Who is the person that grants Cinderella her wish of attending the ball?		
What was Cinderella's coach made out of?		
What happened at midnight?		
Who found Cinderella's glass slipper?		
After Cinderella and the prince were married, how did they live?		
What was the slipper made of?		
What changes happened as a result of the fairy godmother's magic?		
How did Cinderella get her name?		
Describe the ball at the palace.		

More Higher-Level Questions

Level 1	Level 2	Level 3

Extension Activities

1. Provide students with the fairy tale to use as they answer these questions to have a text-based discussion.
2. Have students repeat this activity with a different fairy tale, subject, novel, or content-area material.
3. Have students generate three Level 1 questions, three Level 2 questions, and three Level 3 questions and fill in questions for the corresponding levels.
4. Use this activity to have students generate questions with content-level material to prepare for a test.
5. Refer to this activity when students ask lower-level questions during tutorials.



Chapter 8

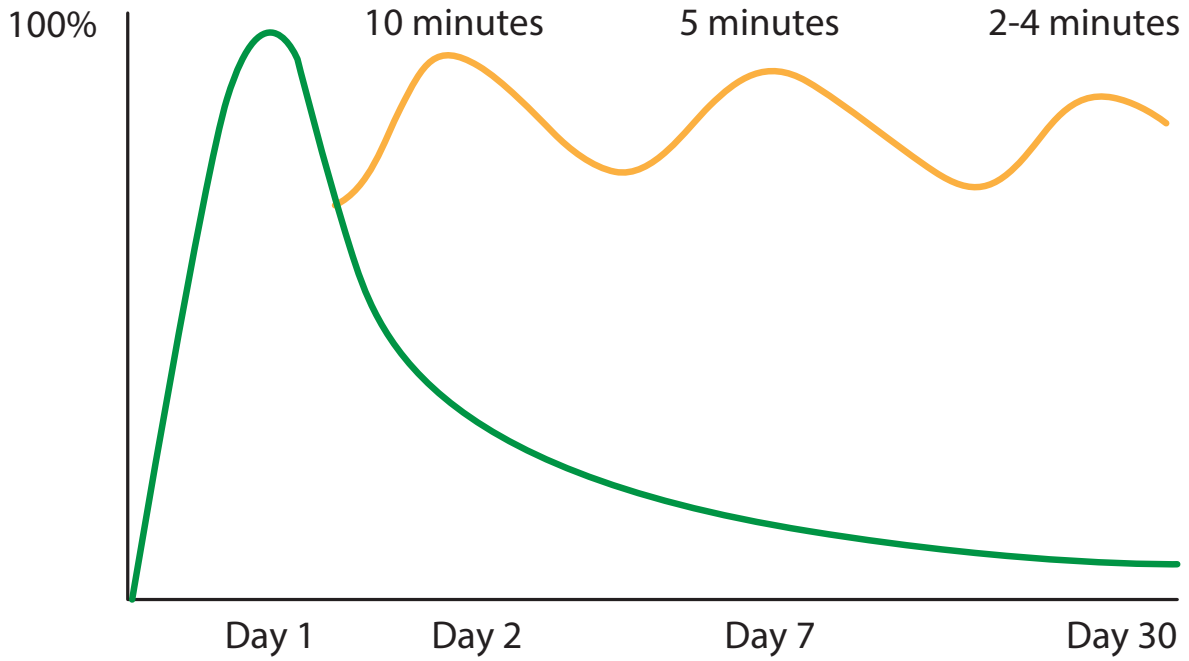
Focused Note-Taking: Cornell Notes

Introduction

In 1949, Dr. Walter Pauk realized the frustration his law students at Cornell University were having in the area of producing effective notes in his class. Despite their copious notes, they still were having difficulty in performing well on his tests. In order to help them take more focused and efficient notes, he developed Cornell Notes.

While the form and structure of the notes has evolved since then, the basic principle remains the same: When students process their notes in multiple ways, they will retain the information at a higher level. The Cornell Way focused note-taking system, which is covered in this chapter, provides a systematic process for students to take notes and then process those notes numerous times. The process also covers how students and teachers can work to make sure that students are constantly growing as note-takers.

It should be noted that, because mastery of Cornell note-taking skills does require so much time and practice, schools often implement this system as a schoolwide program. When students are using these skills throughout the school day and at home, they certainly learn quicker and better. In fact, Cornell notes can become part of a school's culture and viewed by students, teachers, and parents as an expected standard to which all students should aspire. For this reason, this chapter includes strategies that can be used in all types of learning environments, including those where student performance does not include traditional note-taking activities. As you work through the 10 steps of this process, be thinking, "What will this process look like in my classroom and my school? How can my students leave my classroom not only knowing my content, but also being better prepared and ready for college success?"



The Curve of Forgetting

The Curve of Forgetting describes how we retain or get rid of information that we take in. It's based on a one-hour lecture.

On Day 1, at the beginning of the lecture, you go in knowing nothing, or 0% (where the curve starts at the baseline). At the end of the lecture, you know 100% of what you learned, however well you know it (where the curve rises to its highest point). By Day 2, if you have done nothing with the information you learned in that lecture, didn't think about it again, read it again, etc., you will have lost 50%–80% of what you learned. Our brains are constantly recording information on a temporary basis: scraps of conversation heard on the sidewalk, what the person in front of you is wearing. Because the information isn't necessary, and it doesn't come up again, our brains dump it all off, along with what was learned in the lecture that you actually do want to hold on to! By Day 7, we remember even less, and by Day 30 we retain about 2%–3% of the original hour! This nicely coincides with midterm exams, and may account for feeling as if you've never seen this before in your life when you're studying for exams—you may need to actually relearn it from scratch.

You can change the shape of the curve! A big signal to your brain to hold on to a specific chunk of information is if that information comes up again. When the same thing is repeated, your brain says, "Oh, there it is again—I better keep that." When you are exposed to the same information repeatedly, it takes less and less time to "activate" the information in your long-term memory and it becomes easier for you to retrieve the information when you need it.

Here's the formula, and the case for making time to review material: Within 24 hours of getting the information, spend 10 minutes reviewing and you will raise the curve almost to 100% again. A week later (Day 7), it only takes 5 minutes to "reactivate" the same material and again raise the curve. By Day 30, your brain will only need 2 to 4 minutes to give you the feedback, "Yup, I know that. Got it."

Often students feel they can't possibly make time for a review session every day in their schedules—they have trouble keeping up as it is. However, this review is an excellent investment of time. If you don't review, you will need to spend 40–50 minutes relearning each hour of material later—do you have that kind of time? Cramming rarely plants the information in your long-term memory where you want it and can access it to do assignments during the term as well as be ready for exams.

Depending on the course load, the general recommendation is to spend half an hour or so every weekday, and 1 1/2 to 2 hours every weekend in review activity. Perhaps you only have time to review 4 or 5 days of the week, and the curve stays at about the mid range. That's OK; it's a lot better than the 2%–3% you would have retained if you hadn't reviewed at all.

Many students are amazed at the difference reviewing regularly makes in how much they understand and how well they understand and retain material. It's worth experimenting for a couple weeks, just to see what difference it makes to you!

Counseling Services, Study Skills Program

University of Waterloo

10 Steps of the CORNELL WAY

I. NOTE-TAKING:

Reading or hearing information for the first time while jotting down and organizing key points to be used later as a learning tool.

C	**Create Format**	**Step 1:**	**CREATE Cornell notes format and complete heading**
O	**Organize Notes**	**Step 2:**	**ORGANIZE notes on right side**

II. NOTE-MAKING:

Within 24 hours of having taken the notes, revise these notes, generate questions, and use collaboration to create meaning.

R	**Review and Revise**	**Step 3:**	**REVIEW AND REVISE notes**
N	**Note Key Ideas**	**Step 4:**	**NOTE key ideas to create questions**
E	**Exchange Ideas**	**Step 5:**	**EXCHANGE ideas by collaborating**

III. NOTE-INTERACTING:

Interact with notes taken by creating a synthesized summary. Use Cornell notes as a learning tool to increase content class achievement.

L	**Link Learning**	**Step 6:**	**LINK learning to create a synthesized summary**
L	**Learning Tool**	**Step 7:**	**Use completed Cornell notes as a learning tool**

IV. NOTE-REFLECTING:

Use written feedback to address areas of challenge by setting focus goals to improve future notes. The Cornell Note Reflective Log Handout provides the opportunity to reflect on the notes and the learning.

W	**Written Feedback**	**Step 8:**	**Provide WRITTEN feedback**
A	**Address**	**Step 9:**	**ADDRESS written feedback**
Y	**Your Reflection**	**Step 10:**	**Reflect on YOUR learning**

How the Cornell Way Can Be Integrated Into Your Content

Weeks 1–3

FOCUS ON STEP 1: CREATE THE FORMAT.

Any time a lesson takes place where students could be taking notes, have them start by setting up their paper. Either pass out preprinted Cornell notepaper, or have them create the format by drawing the lines on their notebook paper. Then start the class period by having students write the essential question of the lesson on the top line of their notes. This can be done by rephrasing the standard or objective for the day into a higher-level question that should be answered by the end of the lesson.

During this time, students should be practicing taking notes on the right side of their paper.

Don't worry about the left side or summary section until later.

How to encourage student buy-in for this step: For each lesson where students should be taking notes, be very explicit about saying, "Now set up your paper for Cornell notes. In your essential question section, write…" The more this consistent vocabulary is used, the quicker students will buy in.

Also, use the essential question as a quickwrite prompt. This will encourage students to access prior knowledge, as well as to see the connections between the lesson and the essential question or topic that is being addressed.

Weeks 4–6

FOCUS ON STEP 2: ORGANIZE NOTES AND STEP 3: REVIEW AND REVISE.

Now that students have the format of the notes and the essential question down, start working on the notes that they're actually taking. While students are taking notes, have a student model what things they should be writing down either on the board or on an overhead projector.

The next day, take the first five minutes of class for students to individually review their notes using the conventions on the "Cornell Note-Taking Revision List." Encourage the students to highlight or underline main ideas, circle key terms, and identify points of confusion.

How to encourage student buy-in for these steps: Occasionally let students use their notes on a quiz over the content. Only let students use their notes if you see evidence of reviewing and revising on their notes.

Weeks 7–9

FOCUS ON STEP 4: NOTE KEY IDEAS AND STEP 5: EXCHANGE KEY IDEAS.

As students are given time to individually review and revise their notes, help them to look for chunks of materials in the notes. You can help by telling them the chunks of your lessons. Once students have learned to chunk

their notes, have them identify the main idea of the first chunk. Then, in the left column, instruct them to write a question that is answered by the main idea. Another way to say this is to have the students pretend they are teachers and are writing a test question over this chunk of material. Repeat this process for each of the chunks. Students can work together on this section to compare the questions they've written, as well as to use their questions to pair or group study for upcoming assessments.

This step can be scaffolded by encouraging students to begin writing higher-level questions in their left column.

How to encourage student buy-in for these steps: Periodically collect the students' notes and then compile the questions they have written in the left column. As appropriate, use these questions on a quiz or test over the material.

Weeks 10–12

FOCUS ON STEP 6: LINK LEARNING AND STEP 7: LEARNING TOOL.

Now that students have developed proficiency in the previous steps, tie them all together by linking the learning. Have them take out a page of notes that has all of the aforementioned steps completed. Model for them how to build their summary by writing a one-sentence response or answer to their essential question. This is the first sentence of their summary. Then they should go through the questions they've written in the left column and write a one-sentence answer to each question. As necessary, they can add transitional words to make the summary flow.

Students should now study from their notes, either with a partner or individually using the fold-over method.

How to encourage student buy-in for these steps: Give students time in class for both of these steps, especially before a quiz or test. Take the sheet "Tips for Studying with Notes" and make sure that all students are familiar with it, possibly turning it into a poster in your classroom.

Weeks 12 and on

FOCUS ON STEPS 8–10: NOTE-REFLECTING AND THE REFINING OF ALL PREVIOUS STEPS.

Have student turn in their notes over a particular topic or unit, and look through them making suggestions for the individual student, as well as overall strengths and weaknesses of the class. Give students time to view your feedback and create goals for improving their note-taking ability.

How to encourage student buy-in for these steps: Continue spiraling the CORNELL WAY throughout the rest of the year. Periodically have open-note quizzes, or allow students to turn in completed Cornell notes for a grade or extra credit on a test. Also, continue to provide feedback to students on specific sections of the notes. For example, revisit the topic of revising your notes, and then collect students notes and give feedback only on how they've done in highlighting and marking their notes

Ten Steps of the Cornell Way

I. NOTE-TAKING:

While reading or listening to information for the first time, jot down and organize key points to be used later as a learning tool.

C *Create Format*

Step 1:

Create Cornell notes format and complete heading.

Write name, class, period, date, topic, and standard/objective in heading.

- Create an essential question based on the standard/objective to be addressed in the notes and in the summary.
- Leave 1/3 of the paper on the left for questions and 2/3 on the right for notes.
- Leave 2 inches on the bottom of each page for summary.
- Be prepared to actively listen and take notes.

If Cornell notepaper is provided, upon entering the classroom:

- Write name, class, period, date, topic, and standard/objective in heading.
- Create an essential question based on the standard/objective to be addressed in the notes and in the summary.
- Be prepared to actively listen and take notes.

O *Organize Notes*

Step 2:

Organize notes on right side.

- Take notes while listening to a lecture from the teacher, reading a textbook or novel, watching a video, solving a math problem, participating in a science lab, engaging in Socratic Seminar, participating in tutorials, etc.
- Listen and take notes in your own words—paraphrase what you hear.
- Leave spaces for revisions by skipping lines between ideas.
- Abbreviate words and use symbols, when appropriate.
- Write in phrases (not complete sentences).
- Use bullets or lists, when possible.
- Change pen colors to indicate change in concept.
- Use indentation to show relationships between ideas.
- Know what to write—important information vs. trivial information.
- Recognize cues, "This is important…," "This may be on the next test…," and repeated information.
- Incorporate teacher's note-taking style/requirements on the right side—outline style, diagrams, graphs, illustrations, etc.

II. NOTE-MAKING:

Within 24 hours of taking the notes, revise these notes, generate questions, and use collaboration to create meaning.

R *Review and Revise*

Step 3:

Review and revise notes.

Use the "Cornell Note Revision Checklist" to revise notes.

- Separate main ideas from details by underlining.
- Keep important information by highlighting or color coding.
- Delete unimportant information by drawing a line through it or not highlighting.
- Add your own thinking/fill in details to clarify, complete, or create greater meaning and understanding.
- Paraphrase information.
- Identify information that needs clarification using a question mark to indicate the need to check with a partner or teacher.
- Add references from/to other materials as they come to mind or make connections to other concepts/content.
- Use symbols (star, checkmark, etc.) to indicate what is significant.
- Use * for information that may be used on a test, essay, tutorial day, etc.
- Create a visual or symbol to represent and help recall information.

N *Note Key Ideas*

Step 4:

Note key ideas to create questions.

- Use inquiry on the left side that connects to the key ideas.
- Review the main ideas highlighted on the right side.
- Determine the purpose of the lecture, reading, or activity.
- Read aloud the highlighted main ideas on the page, and create a question that is answered with each main idea.
- Develop questions on the left side that identify the main ideas on the right side by interacting with the information through the revision process in Step 3:

Lower-Level Questions: Some material in the note section may not lend itself to generating higher-level questions. In this case, link notes to a previously learned concept to write a higher-level question, or develop additional notes adding personal meaning and details to create ownership of the material.

Higher-Level Questions: It is important for the Cornell notes to create higher-level questions by applying Bloom's or Costa's vocabulary. It is necessary to understand the meaning of the words used and how to use the terminology accurately to ask a higher-level question. Adding "How do you…" does not create a higher-level question.

E *Exchange Ideas*

Step 5:

Exchange ideas by collaborating.

- Collaborate with a peer(s), as a small group, in your tutorial group, whole class, outside of class, etc., to compare, enhance, and revise your notes.
- Using a different color pen, fill in any gaps, and clarify any points of confusion in writing to complete your notes.
- Brainstorm a list of key vocabulary from the lesson to be included in the summary.

III. NOTE-INTERACTING:

Interact with notes taken by creating a synthesized summary. Use Cornell notes as a learning tool to increase content class achievement.

L *Linked Learning*

Step 6:

Link learning to create a ynthesized summary.

Review notes taken, questions developed on the left, and prior knowledge to identify the main ideas to be used in the summary.

- Address the essential question of the lesson in the summary.
- Use the notes of the right side as support to write the summary.
- Synthesize, or combine main ideas together, to internalize learning from the questions/notes.
- Answer the higher-level questions from the left side in the summary to tie together the main ideas.

  Creating a summary provides the opportunity to connect and make sense of the information from the lesson and identify any remaining points to be clarified.
- As the summary is written, there may be a need to address any remaining points of confusion with new questions on the left side to ask teacher, tutor, or classmate.

  Leave the right side blank until this discussion has happened.

  Document the clarification in the blank space on the right side, after the discussion.

L *Learning Tool*

Step 7:

Use completed Cornell notes as a learning tool.

- Review notes taken, questions developed, and summary; this may also be done in a study group.
- Apply new learning to increase performance in content classes by using notes to study for a test, to write an essay, as a reference during tutorial, or to prepare for a presentation, Socratic Seminar, Philosophical Chairs, etc.
- Interact with material by taking notes, writing questions, and summarizing to internalize material to increase new learning.
- Using the notes as a learning tool provides the opportunity for students to transfer knowledge to long-term memory by making meaning of the notes and forming connections.

IV. NOTE-REFLECTING:

Use written feedback to address areas of challenge by setting focus goals to improve future notes.

W *Written Feedback*

Step 8: **Provide written feedback.**	• Submit Cornell notes weekly to be checked for quality using the Cornell notes rubric or checklist, and/or for quantity in a binder check. • Review, revise, and improve notes, questions, and summary based on feedback. • Written feedback and suggestions for improvement may be provided by a peer, tutor, or teacher.

A *Address Feedback*

Step 9: **Address written feedback.**	• Address feedback by using "Cornell Note Focus Goal Activity" to create a goal for improvement in future note-taking. • Use the feedback provided; identify an area of challenge. • Write a focus goal to improve this area. • Identify specific actions to address this challenge in future note-taking.

Y *Your Reflection*

Step 10: **Reflect on your learning.**	• Gather all Cornell notes on the topic, concept, standard, objective, essay, etc. • Review notes, questions, and summaries on all Cornell note pages. • Reflect on the learning by completing a "Cornell Note Reflective Log" to show how you mastered and/or applied your new knowledge.

Dear Pamela:

So awfully nice of you to tell me about your personal initial experiece with the Cornell Note-Taking System. It lifts my heart that you found so much help in using it.

You know, Pamela, the System did not come from me in one fell-swoop. It was developed in my mind on a rather step-by-step basis.

In the beginning, in the left-hand column, I used to jot phrases extracted from the the notes themselves; that is, uttered by the lecturer. Obviously, there was, at the most, minimal personally thinking on the part of the student. But, at least, the phrases in the left-hand column provided the basis for RECITATION. But, this recitation gave the student a false sense of mastery, because the phrases in the left-hand column almost actually gave the student the answer visually, not mentally.

You know, Pamela, I think that, in this present environment people, as well as students, want a quick & easy "fix."

Step 2: Organize Notes

No, the question formulated by the student in the left-hand column is a must. The question represents the student's thinking. The words in the right-hand notes given by the lecturer have to be processed by the stueent in his or her own mind and the question is formed by the thinking thathad to take place to formulate the question.

Step 4: Note Key Ideas

Question-making is not easy! Question-making was very hard for me; but, as I battled to come forth with a question, I became better and better at the thinking process. You see, Pamela, I had to keep asking myself, "What is the lecturer trying to say?" It seems that you have to talk out-loud to to the words on tha page..."What are you getting at?" You see, too, that this "out-loudness" puts you in almost a person to person mode. You're no longer a passive reader of the notes. This goes for textbook reading, too.

(Just a comment before I forget it.) One does not learn through the eyes alone. One learns through the processing of information by the brain. Words very, very seldom imprint themselves on the brain; but, one's thinking does.

Step 3: Review & Revise and Step 4

It is hard for me to imagine that teachers' suggest giving the stud ents the questions for them to write in the left-hand margin. It is the person who thinks and fashions the question that is the learner. The knowledge and wisdom lodges and remains with the person who reads, ponders the words (the paragraph), then goes on to formulate the question. You don't gain knowledge by reading someone else's hard work. You must do it yourself ! Very similar: you don't become a good golf player by watching Tiger Wood on the TV. You must, to become a good or better player go out on the practice range and hit the balls especially under good instruction.

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Step7: Learning Too!

Now a few words about SUMMARIES. I know. You don't want to pile onto the student more and more work; but, unless the student does a summary, he or she is short-changing oneself. For example, in a test where a short essay-type question is asked. You don't answer it by making a laundry-list of facts learned individually. No, you have to synthesize! Usually, under the time pressure of an exam, you don't have a relaxed free-roving mind to think up a overall answer. This type of thinking must be done to some extent in the privacy of your own study-room.

Step6: Link Learning

To make a summary at the bottom of a page or at the end of the lecture, now that you have the full information, you must try to come up with the essence of the full lecture. And when you do, what a great pleasure that you have put your mind to work and come up with a victory. This is how you master the individual facts to get the overall meaning. This is how to go into the exam room. Now, you have some ammunition! By doing it this way, I always came in with far more than I could have time to use.

Step5: Exchange Ideas

Here is what my co-author has to say about summaries and taking notes. (My co-author is Ross Owens...how lucky can you get to have someone like Ross working along side!)

Your contention is right on target. Although the marginal questions are valuable as a tool for reciting and mastering material, the first thing of value they provide in the learning process is a handle that allows students to personally grasp the meaning of each paragraph. It allows students to make information their own. Reading a note (or paragraph), picking out the main idea from amidst the details, and then formulating a question that points to this main idea all combine to weave the information into the student's own knowledge and experience. The marginal question then becomes a cue that points to process of making that original connection.

The summary is valuable to a page of notes as a whole in much the same way that a marginal question is important to an individual key idea or paragraph. It provides students with an opportunity to pull together and synthesize all the information on a page and – just as you suggest – to do some essential reflection. Summaries provide context and connections that tie together main ideas that might otherwise exist in isolation.

Pamela, please excuse my typing errors. I still use my old typewriter. Though I respect the computer, I don't have one. I see, for me, no need.

'Twas nice talking to you. I hope that this helps.
Thanks you ever so much for valuing my Note-taking system.

Sincerely,
Walter Pauk

CORNELL NOTES	TOPIC/OBJECTIVE:	NAME:
AVID Proven Achievement. Lifelong Advantage.		CLASS/PERIOD:
		DATE:

ESSENTIAL QUESTION:

QUESTIONS:	NOTES:

SUMMARY:

STUDENT HANDOUT 8.4 (2 of 2)

QUESTIONS:	NOTES:

SUMMARY:

CORNELL NOTES

AVID
Proven Achievement.
Lifelong Advantage.

TOPIC/OBJECTIVE:

NAME:

CLASS/PERIOD:

DATE:

ESSENTIAL QUESTION:

QUESTIONS:

SUMMARY:

QUESTIONS:

SUMMARY:

CORNELL NOTES

TOPIC/OBJECTIVE:

NAME:

CLASS/PERIOD:

DATE:

ESSENTIAL QUESTION:

QUESTIONS:

NOTES:

SUMMARY:

STUDENT HANDOUT 8.6 (2 of 2)

QUESTIONS:	NOTES:

SUMMARY:

CORNELL NOTES

AVID
Proven Achievement.
Lifelong Advantage.

TOPIC/OBJECTIVE:

NAME:

CLASS/PERIOD:

DATE:

ESSENTIAL QUESTION:

QUESTIONS:

SUMMARY:

STUDENT HANDOUT 8.7 (2 of 2)

QUESTIONS:	NOTES:

SUMMARY:

Creating Essential Questions

Purpose: Essential questions guide and frame the note-taking and summarization.

Directions: Read the examples of standards/objectives and essential questions.

Language Arts	**Standard/Objective:**	3.6—Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style.
	Essential Question:	How do literary devices such as metaphor, symbolism, dialect, and irony define a writer's style?
Mathematics	**Standard/Objective:**	Alg. 9.0—Students use substitution to solve a system of two linear equations in two variables algebraically.
	Essential Question:	How is a system of two linear equations solved by substitution?
Social Studies	**Standard/Objective:**	10.5.2—Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.
	Essential Question:	Why is appeasement a contributing factor to the start of World War II?
Science	**Topic:**	Diffusion and Osmosis
	Essential Question:	What is the effect of solute concentration on water potential as it relates to living plant tissues?

Practice Writing Essential Questions for Your Classes

Directions: Create your own essential question based on a standard/objective/topic.

Subject	**Standard/Objective:**	
	Essential Question:	
Subject	**Standard/Objective:**	
	Essential Question:	
Subject	**Standard/Objective:**	
	Essential Question:	

Name: _____

Date: _____

Cornell Note-Taking Revision Checklist

Directions: Review and revise notes taken in the right column. Use the symbols below to revise your notes.

COMPLETED	SYMBOL	REVISION
☐	1, 2, 3... A, B, C...	1. Number the notes for each new concept or main idea.
☐	Key Word	2. Circle vocabulary/key terms in pencil.
☐	Main Idea	3. Highlight or underline main ideas in pencil.
☐	^	4. Fill in gaps of missing information and/or reword/ rephrase in red.
☐	~~Unimportant~~	5. Delete/cross out unimportant information by drawing a line through it with a red pen.
☐	?	6. Identify points of confusion to clarify by asking a partner or teacher.
☐	*	7. Identify information to be used on a test, essay, for tutorial, etc.
☐	Visual/symbol	8. Create a visual/symbol to represent important information to be remembered.

Name: _____

Date: _____

Note Key Ideas to Create Questions

Directions: Follow these steps as you create questions during Step 4 of the note-taking process.

Steps for Creating Questions

Step 1:	Read the essential question/standard/objective at the top of the Cornell notes
Step 2:	Review the first chunk of notes on the right side. A chunk is defined as a section of notes with the same main idea.
Step 3:	Identify the main idea of this first chunk.
Step 4:	Write a question for the first chunk that can be answered by the main idea.
Step 5:	Repeat this process until all the main ideas in each chunk of notes are incorporated into questions.
Step 6:	Reread your questions. Are there any lower-level questions? At times, lower-level questions are necessary to create context for more advanced material to come.
Step 7:	Create an additional higher-level question that incorporates two of the lower-level questions. For example: • **Lower-level question #1:** What is the definition of perimeter? • **Lower-level question #2:** What is the definition of area? • **New higher-level question added to notes:** How does perimeter compare/contrast to area?
Step 8:	Create notes to address the new higher-level question created from lower-level questions.
Step 9:	Review your questions/notes to ensure the essential question/standard/objective at the top of the Cornell notes is addressed.
Step 10:	Review your questions/notes to study for tests/quizzes, write essays, or use for a tutorial question.

Name: _____

Date: _____

Link Learning to Create a Synthesized Summary

Steps for Writing a Complete Summary

Step 1:	Read the essential question/standard/objective at the top of the Cornell notes.
Step 2:	Respond to the essential question/standard/objective in one sentence—this is the introductory sentence to the summary. Use your own words in writing your summary.
Step 3:	Review the first chunk of notes on the right side.
Step 4:	Reread the first question written for t he first chunk.
Step 5:	Write a one-sentence response to this question incorporating content-based vocabulary.
Step 6:	Repeat this process until all your questions are incorporated in the summary, accounting for all the main ideas in your notes.
Step 7:	Reread your summary for clarity and accuracy, adding transitions, when possible.
Step 8:	Review your summary to study for tests/quizzes, when writing essays, while completing the "Cornell Note Reflection Log," etc.

Summary Paragraph Template:

Essential question/standard/objective introductory sentence: _____

_____

Response to the question for the first chunk of notes: _____

_____

Response tot he question for the seond chunk of notes:_____

_____

Response to the questions for all additional chunks of notes:_____

_____

Tips for Studying With Notes

Make Use of the Format

- Spread out or hold notes so that right side of page is covered; review ideas and answer study questions from the left-hand column; use right-hand section as an answer key.
- Engage in an oral quiz with others using study questions from the left-hand column.
- Cover the right-hand column with blank paper; write out answers to the left-hand study questions and explanations of main ideas.

Write

- Write summaries of the most important material in the summary/reflection section.
- Write a quiz for others using the notes; exchange and co rrect.
- Write anticipated test questions beyond those already in the left-hand column and write answers to the questions.

Review

- Look over notes frequently to keep information and questions still unanswered fresh in mind.
- Recite information from notes.

Study With a Group

- Exchange notes with others to flesh out information and understanding.
- Use notes in study groups to provide a common ground of material for reference and review. Rewrite notes if necessary.

STUDENT HANDOUT 8.13

Name: _____

Evaluator: _____

Date: _____

Step 8: Cornell Note-Taking Checklist

Step 8: Use written feedback provided by a peer, tutor, or teacher to improve the quality of notes, questions, and summaries.

Directions: Use a √ mark in the appropriate column based on the Cornell notes collected.

Step	Indicators	Yes (2 pts. ea.)	Inconsistent/ Incomplete (1 pt. ea.)	No (0 pts. ea.)
Step 1: Create Format	• Heading in ink: Name/Class/Topic/Period/Date	☐	☐	☐
	• Standard/Objective/Essential Question recorded.	☐	☐	☐
Step 2: Organize Notes	• Only main ideas, key words, and phrases recorded.	☐	☐	☐
	• Sufficient space/indentation is used to show relationships among main ideas.	☐	☐	☐
	• Abbreviations/symbols used appropriately.	☐	☐	☐
	• Bullets are used to create lists and organize notes.	☐	☐	☐
	• Paraphrasing of notes is evident.	☐	☐	☐
Step 3: Revise Notes	• Notes are numbered to indicate a new concept, main idea, or topic.	☐	☐	☐
	• Vocabulary/key terms are circled, and main ideas are highlighted or underlined in pencil.	☐	☐	☐
	• Missing/paraphrased information is added in red.	☐	☐	☐
Step 4: Note Key Ideas	• Questions on left are developed to reflect main ideas in notes on the right side.	☐	☐	☐
	• Questions on left are mostly higher-level (Bloom's Level 3-6 or Costa's Levels 2 and 3).	☐	☐	☐
Step 5: Exchange Ideas	• Evidence that information has been added from peer or teacher discussion, tutorials, or book.	☐	☐	☐
Step 6: Link Learning	• Summary reflects the questions/notes.	☐	☐	☐
	• Summary address all aspects of the essential question and is based on the standard/objective of the lesson.	☐	☐	☐
Step 7: Learning Tool	• Information to be used on a test, essay, tutorial, etc., is noted using an asterisk.	☐	☐	☐
Total				

Grading Scale:
Count the number of check marks in the "yes" and "inconsistent/incomplete" columns to calculate grade.

Yes ..... _____ x 2 points = _____

Inconsistent/ Incomplete. _____ x 1 point = _____

No ..... _____ x 0 points = _____

TOTAL ..... _____

A: 30-27 **B:** 26-24 **C:** 23-21 **D:** 20-18 **F:** 17-0

Your Grade: Total _____ Grade _____

Cornell Note-Taking Rubric

Steps	Advanced	Satisfactory	Developing	Unsatisfactory
Step 1: Create Format	• All parts (name, class, topic, period, date, standard/objective, essential question) are properly written in the correct place.	• Most parts (name, class, topic, period, date, standard/objective, essential question) are properly written in the correct place.	• Some parts (name, class, topic, period, date, standard/objective, essential question) are properly written in the correct place.	• Few parts (name, class, topic, period, date, standard/objective, essential question) are properly written in the correct place.
Step 2: Organize Notes	• All main ideas, key words, and phrases are recorded. • Sufficient space is provided between main ideas. • All abbreviations/symbols are used appropriately. • Indentation is used consistently to show the relationship between ideas. • Many bullets are used to create lists to organize notes. • Effective use of paraphrasing is evident.	• Most main ideas, key words, and phrases are recorded. • Some space is provided between main ideas. • Many abbreviations/symbols are used appropriately. • Some indentation is used to show the relationship between ideas. • Some bullets are used to create lists to organize notes. • Some paraphrasing is evident.	• Some main ideas, key words, and phrases are recorded. • Inadequate space is provided between main ideas. • Some abbreviations/symbols are used. • Limited indentation is used to show the relationship between ideas. • Few bullets are used to create lists to organize notes. • Limited paraphrasing is used.	• Few main ideas, key words, and phrases are recorded. • There is no space between ideas. • Few or no abbreviation symbols are used. • No indentation is used to show relationship between ideas. • No bullets are used—complete sentences are recorded. • Paraphrasing is not used—notes are copied word for word.
Step 3: Revise Notes	• All notes are numbered to indicate a new concept, main idea, or topic. • All vocabulary/key terms are circled. • All main ideas are underlined in pencil/highlighted • All missing/paraphrased information is added in red. • All unimportant information is deleted deleted by drawing a line through it.	• Some notes are numbered to indicate a new concept, main idea, or topic. • Some vocabulary/key terms are circled. • Some main ideas are underlined in pencil/highlighted. • Some missing/paraphrased information is added in red. • Most unimportant information is deleted by drawing a line through it.	• Few notes are numbered to indicate a new concept, main idea, or topic. • Few vocabulary/key terms are circled. • Few main ideas are underlined in pencil/highlighted. • Limited missing/paraphrased information is added in red. • Some unimportant information or important information is deleted by drawing a line through it.	• No notes are numbered to indicate a new concept, main idea, or topic. • No vocabulary/key terms are circled. • No main ideas are underlined in pencil/highlighted. • No missing/paraphrased information is added in red. • No unimportant information or important information is deleted by drawing a line through it.
Step 4: Note Key Ideas	• All questions on left are developed to reflect main ideas in notes. • Most questions are higher level (Bloom's Levels 3–6 or Costa's Levels 2 and 3).	• Most questions on left are developed to reflect main ideas in notes. • Some questions are higher level (Bloom's Levels 3–6 or Costa's Levels 2 and 3).	• Some questions on left are developed to reflect main ideas in notes. • Few questions are higher level (Bloom's Levels 3–6 or Costa's Levels 2 and 3).	• Few/no questions on left are developed to reflect main ideas in notes. • No questions are higher level (Bloom's Levels 3–6 or Costa's Levels 2 and 3).
Step 5: Exchange Ideas	• Evidence that all gaps in notes have been filled through peer or teacher discussion, tutorials or book using a different color pen to indicate additions.	• Evidence that all gaps in notes have been filled through peer or teacher discussion, tutorials or book.	• Evidence that some information has been added from peer or teacher discussion, tutorials or book.	• No evidence that supplemental information has been added to the notes
Step 6: Link Learning	• Synthesized summary reflects the questions/notes. • Summary addresses all aspects of the essential question based on the standard/objective of the lesson.	• Summary reflects most questions/notes. • Summary addresses most aspects of the essential question based on the standard/objective of the lesson.	• Summary reflects some questions/notes. • Summary addresses some aspects of the essential question based on the standard/objective of the lesson.	• Summary does not reflect the questions/notes. • Summary does not reflect the essential question of the lesson.
Step 7: Learning Tool	• Detailed information to be used on test, essay, tutorial, etc., is clearly noted/identified with an asterisk.	• Information to be used on test, essay, tutorial, etc., is clearly noted/identified with an asterisk.	• Some information to be used on test, essay, tutorial, etc., is clearly noted/identified with an asterisk.	• No information to be used on test, essay, tutorial, etc., is noted.

Cornell Notes	Topic/Objective: Identify significant literary devices that define a writer's style and use to interpret work	Name:
AVID Proven Achievement. Lifelong Advantage.		Class/Period: Lang. Arts
		Date: Oct. 12, 2009

Essential Question: How does Langston Hughes' poem, "Mother to Son", advice the reader to overcome difficulty and keep from giving up in life?

Questions:	Notes:
① What is the significance of the speaker in the poem?	① Speaker - * voice that communicates a poem's ideas, actions, descriptions, & feelings - similar to narrator - can be unknown or specific (like character)
② How does a poet's choice of speaker affect the mood/ meaning of a poem?	② Impt. - Poet's choice of speaker - contributes to the poems mood/meaning - who speaks is as impt. as what is said - different points of view regarding same event (ie. parent, child, elderly person) - * the person telling the story gives point of view and affects the message told ← P.O.V *
③ How does Hughes use vocabulary to contribute to and convey his message?	writer's/poets style ③ Vocab - helps to understand meaning "crysal stair" = luxuries (metaphor ← compares 2 things ie. "Life for me ain't been no crystal stair" "reachin' - replace letter at end of word (didlect) " 'cause" = because → slang var. lang used by group speech pattern

Summary: The speaker/voice in the poem is important because it communicates the ideas/feelings of the poem. Who the poet chooses as the speaker identifies the point of view and affects the message/meaning. Hughes uses vocabulary and style to convey the message that life is hard when Mother says "Life for me aint been no crystal staircase.

122

Questions:	Notes:	
④ How are literary elements used in "Mother to Son" to convey the author's message?	④ Literary Elements: A Speaker: - voice of poem - creates tone (attitude) - attitude based on P.O.V. B Character: - person	A. Mother (Hughes's author) B mother - hardworking, determ. son - wants to give up because life is diff.
⑤ How does the poets choice of speaker contribute to the mood / meaning of the poem?	⑤ C Mood: - emotional quality - atmosphere < feeling get from poem D Meaning: message re: poem lesson (use on essay test as ex.)	C Mother - uses her victory & survival of diff. exp. to motivate son D Hard life - filled with many difficulties * - "tacks, splinters, torn-up boards" - "climbin', reachin', turnin'" = struggle - "goin' in the dark" w/o light to guide the way not giving up is like climbing stairs... if she could do it so can he (Mother's message)

Summary: The mother's words in Hughes' poem "Mother to Son" shows life as a climb up a staircase full of tacks, splinters, torn up boards and sometimes without light; but even though it is a hard climb, she says don't sit down on the steps and give up, keep climbing until you achieve.

2

CORNELL NOTES

TOPIC/OBJECTIVE: Graphing system of linear inequalities

NAME: Student Sample

CLASS/PERIOD: Alg 1 / per. 3

DATE: 3/12

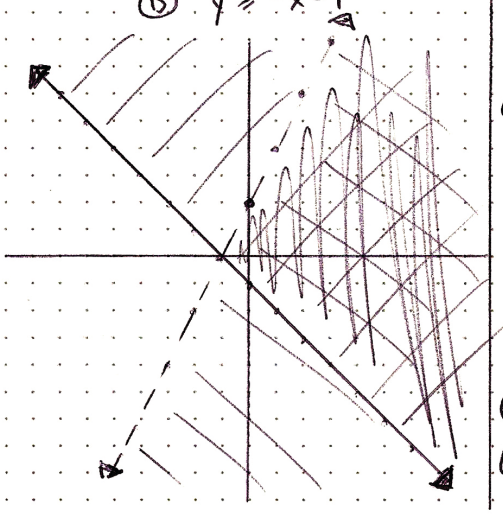
ESSENTIAL QUESTION: What similarities & differences exist between solving systems of linear equations & systems of inequalities?

QUESTIONS:

How does solving
$y < 2x+2$
$y \geq -x-1$
compare/contrast with solving
$y = 2x+2$
$y = -x-1$?

Ex. 1

(A) $y < 2x+2$
(B) $y \geq -x-1$



① Graph the 2 lines
* remember to dot $\geq$ or $\leq$

② Test points in equations
*(0,0) easy to test

(0,0)	(0,0)
(A) $y < 2x+2$	$y \geq -x-1$
$0 < 2(0)+2$	$0 \geq -0-1$
$0 < 2$	$0 \geq -1$
True	True

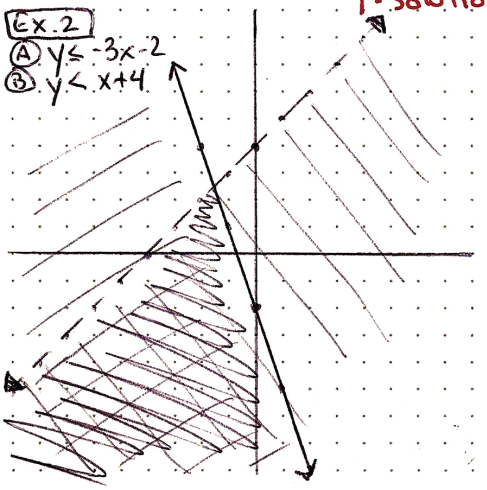
③ shade true areas

④ Darkly shade overlap

Same	Diff
• Graph the same	• inequalities have shaded regions of solutions • solutions may not be on the line

Ex. 2

(A) $y \leq -3x-2$
(B) $y < x+4$



① Graph the 2 lines

② Test 2 points in equations

(0,0)	0,0
(A) $0 \leq -3(0)-2$	(B) $0 < 0+4$
$0 \leq 0-2$	$0 < 4$
$0 \leq -2$	
False	True

③ If false shade opposite area

④ Darkly shade overlap

SUMMARY:

QUESTIONS:

Apply the process for graphing 2 inequalities onto

$y < \frac{1}{3}x + 5$

$y \geq -2x$

$x < 3$

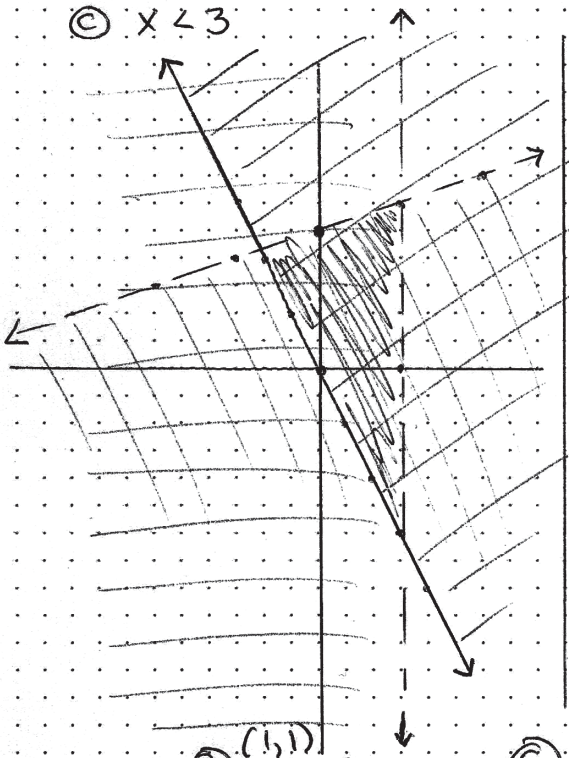
NOTES:

Ex. 3

Ⓐ $y < \frac{1}{3}x + 5$

Ⓑ $y \geq -2x$

Ⓒ $x < 3$



① Graph the 3 equations.

② Test points in each equation

* if line passes through ~~another point~~ (0,0) use another point

Ⓐ (0,0)

$y < \frac{1}{3}x + 5$

$0 < \frac{1}{3}(0) + 5$

$0 < 5$

True

Ⓑ (1,1)

$y \geq -2x$

$1 \geq -2(1)$

$1 \geq -2$

True

Ⓒ (0,0)

$0 < 3$

True

SUMMARY: The basics of graphing inequalities are the same as graphing equations. You start at the y-intercept & use slope. Make sure to check if the line is dotted or solid. You also need to test a point to shade.

CORNELL NOTES

TOPIC/OBJECTIVE: to understand the basics of tennis shots and strategy

NAME:

CLASS/PERIOD: PE

DATE: 8/27

ESSENTIAL QUESTION: What are the basic shots in tennis and when should each be used?

QUESTIONS:	NOTES:
How do I know where to stand on my serve?	① Serves - stand in the middle for singles - move towards the side of the court when playing doubles
Why do I use one hand on a forehand and two on a backhand?	② Forehands + backhands - when I'm standing on the baseline - forehands (one-handed) are balls to my right bc I'm right-handed - backhands (two hands) are for balls to my left; two hands helps power and stability
What is the difference between a volley and a forehand?	③ Volleys - when I'm close to the net (i.e. inside the ?? service line?) - no backswing, hit the ball in the air - try to hit angles
What's the service line?	

SUMMARY: The basic shots of tennis are serves, forehands and backhands, and volleys. On the serve, stand inside for singles and outside for doubles. Two hands on a backhand helps with power and control. A volley is used at the net and has a shorter swing than a forehand.

CORNELL NOTES

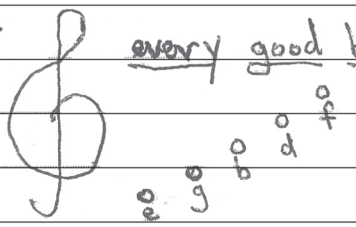
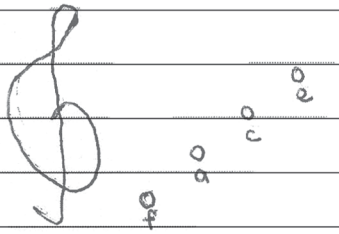
TOPIC/OBJECTIVE: To be able to read music and accurately sing it

NAME:

CLASS/PERIOD: Choir

DATE: 5/22

ESSENTIAL QUESTION: What do I need to know to be able to read and sing music?

QUESTIONS:	NOTES:
What distinguishes notes from each other?	1 o = whole note (4 beats in 4/4 time) d = half note (2 beats in 4/4 time) ♩ = quarter note (1 beat " ") ♪ = eighth note (half of a beat " ")
How can I remember the lines on the treble clef?	2 every good boy does fine 
If I know the lines, how can I figure out the spaces?	

SUMMARY: To be able to read and sing music, I need to know notes and pitches. Each note looks different and is held for a different length. The lines on the treble clef can be remembered by "Every good boy does fine." The spaces are the letters that go in between the lines.

Chapter 9

Learning Logs[8]

The learning log is a technique to help students focus on what they are learning in their classes by writing their thoughts, reactions, and responses to class lectures, videos, or discussions. A learning log is a written reflection of students' perceptions of what is being learned and how they are learning. It also provides a record of students' growth over time. Writing a learning log is an excellent way to use writing as a process of discovery and to clarify ideas. The learning log is one way to use writing as a tool of learning. Otherwise stated, the learning log can answer the question, "How do I know what I think until I see what I write?"

Defining Learning Logs and Journals

Learning logs and journals are open-ended, nonthreatening writing tasks that help students grapple with ideas in a tentative, exploratory way.

Journals are used by students to reflect on class activities as well as events in their own lives. They write to clarify their understanding; to voice their questions, confusions, and uncertainties; and to share their feelings.

Learning logs are used by students to record activities, such as the number of pages they've read, the number of words per minute they've read or typed, the titles of books they've read, the daily observations they've made in science, or new learning they've acquired. A learning log is more factual than a journal and provides the student with a tool for tracking class activities and learning.

A learning log entry is different from a journal entry in that it is related to specific subject material. Learning log entries are a student's reflections on learning that occurred in class, making connections to personal experiences and recording awareness of learning that occurs over a period of time.

[8]Risi, R., Schiro, P. Serret-Lopez, C. (2005). Unit Four: Learning Logs. *Strategies for Success* (pp. 41–49). San Diego, Ca: AVID Press

Characteristics of Learning Logs and Journals

Regular and Frequent	**Journals:** Allow three to seven minutes at the beginning, in the middle, or at the end of a lesson. With the prompt already on the board, you might take roll while students are settling into the task, or use any time during the class day.
Short	Timed writing sessions work best. It's better to leave a few students wanting to express more than to have 90 percent of the class just sitting with nothing to do.
Minimally Structured	Encourage students to write what they really think, not what they think you want them to say.
Academic	Students should focus on an academic challenge or issue they face.
Uncorrected	To encourage honest responses and reduce anxiety, do not "correct" learning log and journal entries.
Credited	Students receive credit for each completed entry. Set the standards early in the year; a certain amount of writing and thought is expected as a minimum. Your general expectations, the class environment, peer pressure, and the reinforcement of the importance of the time spent should all help reduce the tendency for some students to "slack off" during the timed writing.
Shared and Responded To	To learn most from their writing, students need both an audience and appropriate models. Sharing learning log and journal entries provides both, allowing students to see and discuss a variety of responses as well as reinforcing the lesson's concepts. Someone (not always the teacher) reads and may respond to learning logs and journal entries. Responses to entries may involve oral sharing in pairs, small groups, or a large group, as well as direct comments from the teacher. Also, the teacher can duplicate a short set of entries for discussion. *It is important that teachers inform students **prior to writing** whether their thoughts may be shared, and how.* Spending class time on learning logs and journals emphasizes the importance of writing in the classroom, validates the individual student's reaction to the lessons, and gives each student an opportunity to reflect on his/her own learning and thought processes.
Managing the Paper Load	Writing entries in learning logs and journals takes time—time to think, time to write, and time to share. In addition—and this is of greatest concern to the teacher—it takes time to read and respond to the writing. Here are some general principles for handling the paper load. **1. You need not read everything students write.** Have students star entries for you to read, or skim entries until you find something to respond to, and then comment or question briefly. Have students share log entries in pairs or small groups, and then lead the class in a discussion of the ideas expressed. **2. You need not respond to every learning log entry in writing.** When students share, the time spent sharing and responding with dialog—in pairs, in groups, or with the entire class—becomes even more valuable than a written response, due to clarification of ideas. **3. Use student writing as a measure of progress and growth.** Have students keep their writings in the classroom for easy review.

Learning Log Suggestions

- Learning log entries should be assigned daily or at least twice a week.
- Post excellent examples of log entries around the room, or have students write them on posters.
- Designate a regularly scheduled "log sharing" time to reinforce and reward quality entries.

Follow-up

Activities based on learning logs and journal entries can increase understanding and develop critical thinking skills. Here are some possible follow-up activities:

- Reteaching concepts and principles that students have misunderstood
- Duplicating (anonymously) and discussing a few entries that express similar ideas in different ways
- Having students expand entries into longer, more thorough pieces
- Having students use learning log entries to review units or prepare for a test
- Encouraging students to review entries to follow issues or trends, discover debate issues, or find bias
- Teaching students how to use the learning log forms that follow

Final Word

- Students may not write much at first. Fluency will develop as they see and hear many examples from other students and from you.
- Early journal entries may lack candor and authenticity. As students develop trust in their audience, they will become more candid and open. If you encourage them and ask genuine questions about what they have to say, they will write more, with more honesty.
- Entries reveal that some students clearly don't understand what you are trying to teach. Learning logs and journal entries provide invaluable insights into student thinking processes. Reading them gives you a clear picture of the level of student understanding. This information can help you design follow-up lessons that directly address your students' specific problems in thinking and processing information.

Name: _____

Date: _____

Learning Log

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

Name: _____

Date: _____

Learning Log

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

Name: _____

Date: _____

Learning Log

Questions	Notes
What were the main ideas in today's lesson?	
What did you understand best?	
How do these ideas relate to what you have already learned?	

Name: _____

Beginning Date: _____

Learning Log

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.)

Name: _____

Begin Date: _____

Week of:_____

Weekly Learning Log

English/Language Arts:

Mathematics:

Social Studies:

Science:

Other:

Name: _____

Begin Date: _____

Week of:_____

Weekly Learning Log

English/Language Arts:	My favorite activity:
Mathematics:	An area of improvement:
Social Studies:	My greatest accomplishment:
Science:	Something I need help on:
Other:	Something I want to share:

Learning Log Variations

A learning log is different from a journal entry in that it is related to the subject materials at hand. In journals, you are usually asked to write about what happened in your life. In a learning log, you are asked either to take what you have been learning in class and reflect on it in some way, or to relate something out of class to what you have been learning in class. By making personal connections with the subject matter, meaningful learning will occur. Learning logs can be used in conjunction with note-taking.

Basic Learning Logs Questions	What did you do in class today? What did you learn? What did you find interesting? What questions do you have about what you learned?
Analyzing a New Idea	What were the main ideas? What did you understand best? What questions do you still have about this information? How will you find more information? How does this idea relate to what you have already learned in class?
Quickwrites	Write non-stop for two to five minutes on a specific topic that you are studying. The purpose of focused writing is for you to find out what you know about a topic, to explore new ideas, and to find out what you need to learn about a topic.
Student-Written Essay Exam Questions	Good answers to essay questions depend in part on a clear understanding of the meanings of keywords in the directions, such as summarize, evaluate, contrast, justify, etc. If a student is asked to compare two characters in a novel and she describes them instead, she is not answering the question—even if she demonstrates an in-depth understanding of the two characters in her answer. Writing your own essay questions for the purpose of studying for an exam not only helps you to study, but also teaches you how to respond to key directive words. 1) Write an exam question that uses a directive word. 2) Next, respond in writing to your own question.

"Showing" Vocabulary or a New Concept	Memorized vocabulary words are too soon forgotten. New words that you make your own are not. This is an excellent way to help build your vocabulary. 1) As you read, copy down an unfamiliar word and the sentence you found it in. 2) Look the word up in the dictionary. Write the definition down. If you are unsure of the definition, ask the teacher or another student. 3) Write a paragraph that shows the meaning of the word without telling the definition.
Writing About the News	Part of what makes one literate is being aware of what is happening in the world. Choose an event unfolding in the media that is related to what is being studied in class. 1) Describe the event in detail. 2) What classroom topic does the event relate to and why? 3) What are your personal feelings about the event? 4) Why does this event interest you? 5) What do you predict will be the outcome of this event? Why?
Life Application	Apply the concepts you learned in class today to your life. How do they affect your everyday being? What would happen if they suddenly changed or ceased to exist? Example topics might be: gravity, democracy, a written language, multiplication, the calculator, and so on.
Creative Solutions	You can be creative. Take a real-world problem that relates to what is being studied in class (e.g., air pollution, global warming, trash) and come up with creative solutions for this problem. Allow your solutions to be outlandish and unrealistic. Real solutions have often arisen from activities similar to this one.

Adapted from *Strategies for Success, Middle Level,* Activity 69


Britannica
HOW STUFF WORKS
AZ
WHITAKER'S ALMANACK
2004
THE WORLD ALMANAC
15

Chapter 10

Critical Reading Strategies[9]

The ability to read and comprehend is one of the most important skills for students in any grade level, but it is especially important at the postsecondary level. AVID believes that all teachers should work with their students in reading skills and fluency. This chapter provides a brief look at some of the resources available to AVID schools in the area of teaching critical reading skills to all students.

The following pages are extracted from the AVID curriculum book *Critical Reading: Deep Reading Strategies for Expository Texts*. For more information about this topic, plan to attend a regional Path Training or the AVID Summer Institute strand "Critical Reading."

[9]LeMaster, J. (2009). *Critical Reading: Deep Reading Strategies for Expository Texts* (pp. 9, 64 –67). San Diego, Ca: AVID Press

Instructional Model for Reading Tasks

The following outlines an instructional model for developing, implementing, and supporting skill-based reading instruction.

Selecting a Text and Defining a Reading Purpose

- Develop a content-based and skill-based learning outcome.
- Purposefully select a text that can be used to teach specific academic literary skills.
- Establish a purpose for reading.
- Create a prompt to help communicate the purpose for reading.

Establishing the Learning Environment

- Set the context for the assignment.
- Encourage students as they engage in rigorous academic course work.
- Maintain high expectations for reading and writing exercises.
- Increase opportunities for students to discuss texts.

Preparing for the Reading

- Engage students in prereading exercises.
- Study the author's personal professional, and/or academic experiences.
- Review important words.
- Examine the historical and rhetorica contexts.

Selecting Active Reading Strategies

- Rereading
- Marking the Text
- Pausing to Connect Ideas Within a Text
  Writing in the Margins
  Charting the Text
  Summarizing the Text

Supporting and Assessing the Reading Task

- Teach specific reading strategies that help students understand the text.
- Model active reading strategies using an overhead projector or document camera.
- Assign group work as part of the reading activities.
- Assess students' ability to actively read and comprehend the text.

Marking Argument:
Numbering Paragraphs and Circling Key Terms

The following excerpt offers sample markings and brief descriptions of those markings. Notice the reading purpose for the excerpt. Without a reading purpose, young readers—especially those new to this strategy—will not know what to circle.

READING PURPOSE:

Number the paragraphs and circle key terms in the text.

AVID Weekly
Decades *of* College Dreams

Don't Compromise the Safety of Biotech Drugs

By Bryan A. Liang

1 The comparison is worth keeping in mind as the debate heats up over "follow-on" biologics. Biologics are today's most advanced medicines, fully tested biotechnology protein drugs that provide targeted therapy to victims of cancer and other diseases. Follow-on biologics are the second or subsequent versions, but they are not identical.

2 U.S. spending on them reflects the importance of these drugs in medicine's arsenal. Biologics represent the fasting-growing sector in the medicines market, with more than $30 billion spent each year. Indeed, the top five drugs in terms of Medicare expenditures administered in physicians' offices are biologics.

Liang is executive director of the Institute of Health Law Studies, California Western School of Law, and co-director of San Diego Center for Patient Safety at the University of California, San Diego's School of Medicine. LA TIMES-WASHINGTON POST--04-29-08 1252ET

In this passage, Bryan Liang introduces "Biologics" and "follow-on biologics." The reader circled these terms because they are repeated and defined.

Marking Argument:
Numbering Paragraphs, Circling Key Terms, and Underlining Author's Claims

The following excerpt offers sample markings and brief descriptions of those markings. Notice the reading purpose for the excerpt. Without a reading purpose, young readers—especially those new to this strategy—will not know what to circle.

READING PURPOSE:

Number the paragraphs, circle key terms, and underline the author's claims.

AVID Weekly
Decades *of* College Dreams

Ethanol's Failed Promise

By Lester Brown and Jonathan Lewis

1 The willingness to try, fail and try again is the essence of scientific progress. The same sometimes holds true for public policy. It is in this spirit that we call upon Congress to revisit recently enacted federal mandates requiring the diversion of foodstuffs for production of biofuels. These "food-to-fuel" mandates were meant to move America toward energy independence and mitigate global climate change. But the evidence irrefutably demonstrates that this policy is not delivering on either goal. In fact, it is causing environmental harm and contributing to a growing global food crisis.

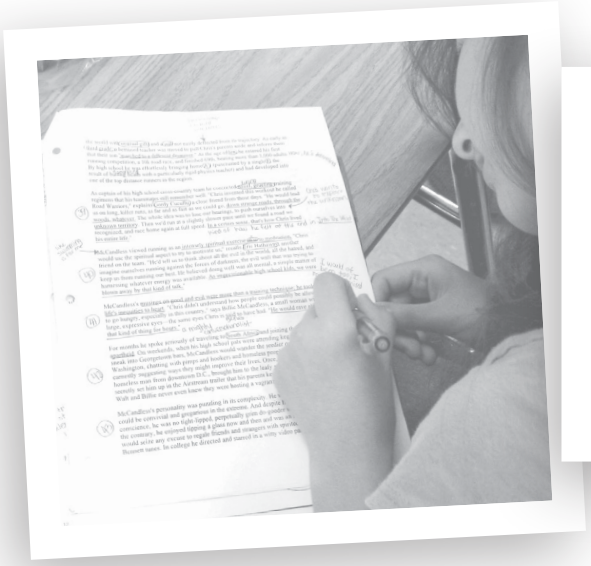
"Ethanol's Failed Promise," by Lester Brown and Jonathan Lewis. LA TIMES-WASHINGTON POST -- 04-22-08 ©2008 Special to the Washington PostT

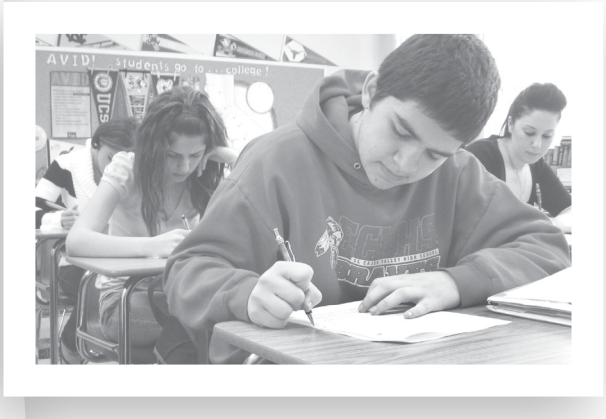
Although words like "foodstuffs" and "biofuels" are not repeated, they are key terms because they directly relate to food-to-fuel mandates. In addition to the key terms, Brown and Lewis make a claim at the end of the paragraph.

Marking the Text:
Additional Ways to Isolate Key Information

As students learn how to read and mark texts with greater proficiency, they will develop the need to expand their thinking about what to mark and how to mark it. As reading and writing assignments become more sophisticated, they will need to read a text for various purposes. The three original marks—numbering, circling, and underlining—may not offer enough flexibility for students who are reading for various purposes. For this reason, students should learn a few additional markings that will help them differentiate between one type of information and another. There are three new marks to consider:

[Bracket] information when underlining has been used for another purpose.	Students should use brackets to isolate relevant information that has not already been underlined. In fictional texts, students might underline descriptions of characters and bracket figurative language. While reading arguments, students might underline claims and bracket evidence. And in science, students might underline definitions and bracket data.
Write labels in the margins | *c*	Writing labels in the margins is a strategy used by readers who mark the text and write in the margins. Labels are often double underlined so that they stand out from other marginalia (i.e. notes, comments, analysis, or drawings). When writing labels in the margins, draw a vertical line along the edge of the text in order to isolate the section of text being labeled. Readers will also use labels when charting the macrostructure of the text or when keeping track of shifts—places in the text where the author takes readers in a new direction or presents a new focus.
Box words when circling has been used for another purpose.	Sometimes readers need to keep track of two different types of words or ideas. For example, a reader might choose to circle key terms and keep track of an author's use of descriptive language. Having two distinct marks will make it easier to reference the material later.





Marking the Text

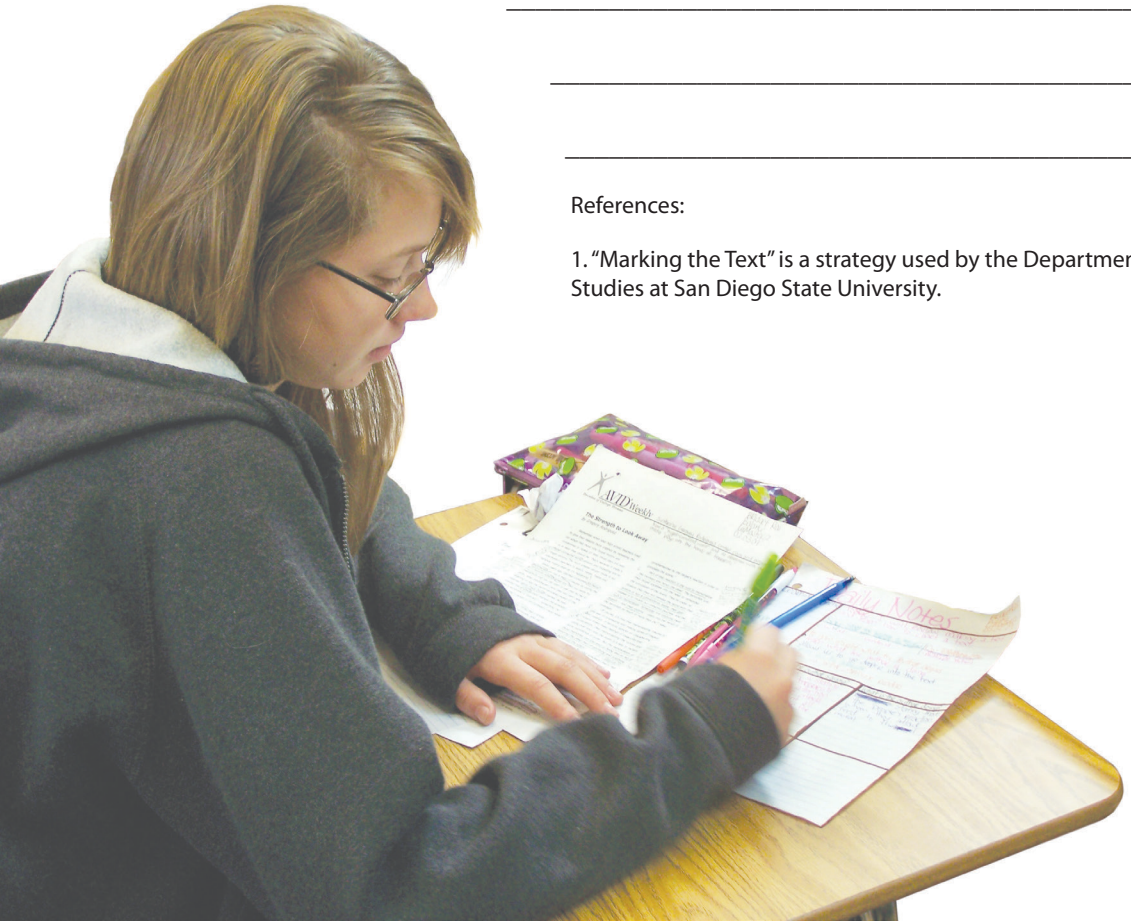
Deepening Understanding of Marking the Text

- Remind students that active reading becomes increasingly important as texts become more difficult. "Marking the Text" is a literacy skill that is used in high school and in college. It is a strategy designed to help readers gain greater comprehension of challenging texts.
- Increase opportunities for students to talk about marking the text. Students should discuss their markings as often as possible.
- Provide time for rehearsal; students must have time to practice this skill.
- Create opportunities for students to read and mark a variety of different texts. Reading assignments should vary in length, sophistication, and purpose.
- Ask students to share their markings with the entire class. You can have them stand at the front of the room and talk about one or two paragraphs or you can have them place their texts under a document camera and have them discuss their markings. This activity builds confidence and validates the work happening in the classroom.
- Call on volunteers to lead a marking the text exercise. Using either an overhead projector or a document camera, have one student at a time mark a section of the text while the rest of the students in the class watch and mark their texts.
- Collect texts that have been marked and write comments in the margins, explaining to the students what they are doing well and pointing to places in the text that they have overlooked or misunderstood.
- As students master this skill, they will need less guidance. Provide a reading purpose, but do not provide specific directions on how to mark the text. Eventually, students will need to learn how to effectively mark the text based on a given prompt provided by the teacher. Once students have completed the reading, ask questions such as: How should you (or did you) mark this text? What did you circle/underline? Why did you make this decision?

Extending Marking the Text Schoolwide

- "Marking the Text" is not limited to one discipline or one type of text. This skill is transferable to all academic classes and should be taught throughout the school day. As students learn how to use this strategy, ask them to think about how "Marking the Text" could be used while reading texts in other classes.
- Photocopy sections of a novel, short story, textbook, or other print materials that students could mark while reading. Students should experience applying this strategy to a variety of texts.
- Practice marking on sample state and local exams in order to teach students the value of active reading during testing situations. On the day of the exam, instruct your students to mark the text. The questions will provide a reading purpose for each passage that the students are asked to read.

Use the lines below to record successful strategies that you or your colleagues have developed and implemented.



References:

1. "Marking the Text" is a strategy used by the Department of Rhetoric and Writing Studies at San Diego State University.

AVID® Weekly
Decades *of* College Dreams

Schools find rules must apply to virtual classrooms, too

By Lolly Bowean and Kristen Mack

Peter Kupfer has made it difficult for his physics students to claim they didn't know about a homework assignment.

Not only does Kupfer outline the assignment during class at Lake Zurich High School, he also tweets a daily reminder to his followers on Twitter. On Facebook, he posts a status update and occasionally provides extra details on his fan page.

"I, personally, am not worried about sharing (online) space with students," he said. "The kids can talk to me and I find it a useful avenue to communicate."

But as teachers like Kupfer increasingly are connecting with their students online, school districts are working to define appropriate ways for teachers and students to communicate outside the classroom.

It's a murky area with a variety of questions: Should teachers use a Facebook fan page to contact students? Should they allow students to "friend" them on their personal profiles, or post pictures on their walls? Should they notify parents that they are using social networking sites to communicate?

The Illinois school code requires that districts develop polices for social networking and teach students how to safely use chat rooms, e-mail, and instant messaging. Some districts have responded with vague policies open for interpretation. Others have banned all use of social media between teachers and students.

In Community High School District 128 in Libertyville, Ill., the school board approved a set of "expectations" for social networking between teachers, coaches and students, which are now incorporated into employee policies.

It deems district-provided e-mail and school-based Web sites acceptable forms of communication. However it warns that text messages are highly personal, can quickly get "off topic" and be easily misinterpreted by a parent.

"What you want to avoid is a parent seeing a coach's cell phone number on their daughter's phone and being surprised," said Mick Torres, the district's technology director.

While District 128 has specific rules, Lake Zurich Community Unit School District 95 has a broad policy. In the district's general personnel standards, faculty are instructed to maintain a professional relationship with students and keep a safe and healthy environment.

"We're trying to put information out there that is associated with the classroom and student learning," District Superintendent Mike Egan said. "We encourage that kind of use, while discouraging any personal conversations or information sharing."

At Lincolnway Community High School District 210 in New Lenox, administrators banned all forms of social media on school grounds — for teachers and students. That way, learning is focused in the classroom and there are fewer chances of misbehaving or misunderstandings, said Sharon Michalak, the assistant superintendent for curriculum instruction and staff development.

But Kupfer's teaching style of posting homework assignments on Twitter and Facebook wouldn't fly in districts where only school-based sites are sanctioned.

"With the advancement of technology and social networking, it's not appropriate in the school atmosphere," Michalak said. "Any information would have been communicated in the classroom. If teachers are going to use technology, it's through a Web page developed here at school that the students have access to look up."

In the absence of official policies, students have largely created their own rules of online engagement.

Anita Wota, 17, spends hours updating her status and checking up on her friends on Facebook, she said. But she didn't "friend" her teachers until

Schools find rules must apply to virtual classrooms, too
By Lolly Bowean and Kristen Mack
(continued)

she graduated from Chicago Academy High School last spring.

"It's not as awkward because they're not my teacher anymore," she said.

Meanwhile Ramsey Newton Jr., 16, refuses to engage in social media. It causes too much drama — even when teachers and school administrators are involved, he said.

"I'm just not into it," the sophomore at South Shore High School said. "Teachers gossip too. They might get too much access or get to know too much. It can start a big fiasco.

"I don't want my name in it, and I don't want to end up on anyone's status (update)."

That's not the case for Kupfer. While he reaches out to his students online, he's careful about how he does it: He doesn't follow students on Twitter. And although he accepts friend requests, he doesn't initiate them.

Kupfer said he views social networking sites as an opportunity to teach his students about both physics and online behavior.

"I'm careful not to post anything that is not appropriate," he said. "I remember, my students will see this. My mom and grandma are on there too, so I have to be extra careful."

Lolly Bowean and Kristen Mack are reporters for the Chicago Tribune.

AVID® Weekly
Decades *of* College Dreams

Why Collaborative Groups?
Average Retention Rate for New Concepts

Lecture	5%
Reading	10%
Audiovisual	20%
Demonstration	30%
Discussion Group	50%
Practice by Doing	75%
Teaching Others/Immediate Use	90%

Chapter 11

Collaboration

In the *Student Success Path* program, the purpose of collaborative learning is to bring students together to take responsibility for their own learning. In small groups, they learn to work together to inquire, explore, and answer questions. They become better listeners, thinkers, speakers, and writers; they discover ideas and remember them because they are actively involved. The teacher becomes the facilitator, carefully guiding students in their learning. Research shows that students learn best when they are actively manipulating materials through making inferences and then generalizing from those inferences. When students participate in heterogeneous collaborative groups that are implemented correctly, they exhibit interdependence, shared leadership, shared responsibility for each other's success, and task completion. In collaborative groups, students learn to work together.

Cooperative

- No interdependence
- Homogenous
- One appointed leader
- Responsible only for self
- Interaction not always necessary
- Minimal group processing

Collaborative

- Positive interdependence
- Heterogenous
- Shared leadership
- Shared responsibility for one another
- Interaction necessary for task completion
- Groups process their effectiveness

Our preference for collaborative groups is also based upon what the research tells us. The average retention rate for various instructional strategies indicates that collaboration is a powerful tool.

Team Building[10]

Introduction

Team building is an important component of any class that requires a safe environment for students to work successfully together. Team building creates a climate for open communication; it fosters creativity; it provides an avenue to appreciate individual differences; it promotes trust; and, finally, it supports an active learning environment. Unfortunately, it is also a component that teachers often let go of because they are pressured to fit so many other things into the curriculum. Team-building activities are more critical at the beginning of the year and may become less frequent as the year progresses. At the beginning of the year, you may wish to do a team-building activity once a week, then maybe once every other week, and then monthly.

This unit includes several examples of team-building activities that are categorized into four stages to allow for different levels of comfort and risk. Stage one is considered low risk/high comfort, stage two is moderate risk/moderate comfort, stage three is high risk/low comfort, and stage four is very high risk/low-to-no comfort. Your students will be at different levels in the beginning, but eventually just about all AVID students become more outgoing and certainly more self-confident.

Stage one typically involves little conversation. Examples are "People Hunts" and "People Bingo," activities in which students have a variety of questions and search around the room to have someone sign their sheet in the appropriate blank or box. This is safe because, although students do get to know a little about each other, it does not require much conversation or personal sharing. Many name games also fall under this category.

Stage two moves from random whole group to some type of pair-share. In this stage, students are paired up and have a conversation around predetermined questions or a topic set by the teacher. For example, students will be instructed to share the "funniest story" or "scariest story" that happened to them or someone they knew in elementary school or middle school.

Stage three moves from a pair-share to a small group in which students share with at least three other people. The teacher initially predetermines the content. The reason this can be considered high risk is that typically students are sharing something personal about themselves with more than one other person. The time frame may be longer, and they may have to speak more. One example is to share the history of one's name. Questions might include: Where did your name come from? Were you named for someone in your family? Do you like your name? If you don't, what do you wish your name could be changed to? Do you have a family nickname? If so, how did you get your nickname? This example involves sharing personal information and therefore involves more risk than other team-building activities in which students may work in groups to complete a task or puzzle.

In stage four, students share something personal as individuals with the whole class. An example might be a public speaking assignment in which students share family background or personal opinions.

What determines how a group progresses through these stages is the teacher's knowledge of the students' comfort level. It is possible to spend very little time at stage one or two activities and move quickly to stage three and four. A key to successful team building is to monitor the students' responses and not force progress through the levels.

While this section does not contain specific suggestions for grade-level differentiation, a general guideline is that you will probably use more activities in stages one and two in the middle school grades and early in the high school years and more in-depth activities at stages three and four for the upper grade levels.

[10]Risi, R., Schiro, P. Serret-Lopez, C. (2005). Unit Six: Team Building. Strategies for Success (pp. 65–77). San Diego, Ca: AVID Press

Stage One Team-Building Ideas—Weeks 1–3

People Bingo. Set a time limit and give prizes to students.

Party Mixer. Follow the same guidelines as for People Bingo.

Getting to Know You. This activity is designed to encourage students to introduce themselves to others and to find out interesting information about others in the class. Students will move around the room, ask questions, and find people who match the descriptions. Call out "MOVE!" every 1–2 minutes, so students move on to talk to other people. At the end of the activity, you may ask students to share the names of those who matched the descriptions.

Stage Two Team-Building Ideas—Weeks 4–6

Partner Interview Notes. After students complete this activity, you can add a public-speaking activity in which they introduce their partners to the class using the information from the interviews.

Partners. Use this activity to help students find common ground and appreciate one another's individuality.

One-One-Two Minute Partner Share. Partners will choose to be "A" or "B." When the teacher gives the signal, partner "A" will share for one minute nonstop anything he or she wants to share about himself or herself (for example, birthday, favorite color, favorite food, number of siblings, hobbies, or what he or she likes to do for fun). Partner "B" may not ask any questions or interrupt in any way, but listens carefully and tries to remember everything partner "A" said. When one minute is up, partner "B" repeats or lists back as many things as he or she can remember hearing partner "A" say. Then they switch roles. When both partners have listened and shared, they get two minutes to ask each other any questions about what they heard the other partner share. You may choose to repeat this sequence with other partners, or have partners introduce each other in groups of four.

Stage Three Team-Building Ideas—Weeks 7–9

Tower Building. Be as creative as possible. The following are some suggestions for supplies to hand out to each group:

1. Five sheets of paper, ten paper clips, and two strips of two-inch tape.
2. Two sheets of newspaper, three paper clips, and a piece of play dough.
3. Three sheets of construction paper, three straws, and one two-inch piece of tape.

Team Huddle and Team Similarities. Use these activities to energize your classroom. (Ideas for Team Huddle and Team Similarities are reprinted with permission from Rene Sheldon and Penny Holder.)

Stage Four Team-Building Ideas—Monthly

- Philosophical Chairs (See unit in this guide.)
- Socratic Seminar Section (See unit in this guide.)

Name: _____

Date: _____

People Bingo

Directions: Find a person who matches the description in each box. Write his or her name in the box. Be sure to spell the name correctly. You may not use one person for more than one box.

Born in the United States	Likes to read	Speaks another language	Has a sister	Has a pet
Knows how to ride a skateboard	Talked on the phone for more than one hour yesterday	Was born in another Country	Favorite food is pizza	Has more than five cousins
Has brown eyes	Love to go to the movies	FREE	Likes math	Favorite subject is English
Has a brother	Has broken a bone	Has lived in another state	Grandparents are still living	Has to do chores around the house
Is good with computers	Plays on an athletic team	Has been to the snow	Loves chocolate	Is good at surfing the web

Name: _____

Date: _____

Party Mixer

Directions: Find people who fit these descriptions. Ask them to sign next to something that describes them. No one may sign for more than one item.

Someone who...

- was born outside the United States _____
- likes math _____
- can name the last three presidents _____
- knows where the last Olympics took place _____
- likes to try new foods _____
- has traveled outside of our state _____
- loves animals _____
- is afraid of spiders _____
- can name three colleges _____
- can name three Mexican dishes _____
- can name a recent Academy-Award-winning movie _____
- has seen all the Harry Potter movies or has read the books _____
- knows the principal's first name _____
- has more than one hobby _____

- watches fewer than two hours of television a day _____
- loves candy bars _____
- loves chocolate ice cream _____
- plays a sport _____
- plays an instrument _____
- has a computer at home _____
- has more than one sibling _____
- spends more than two hours each night on homework _____
- likes history _____
- has traveled on a train _____
- gets a ride to school _____
- speaks more than one language _____
- has had a brother or sister graduate from college _____
- rides a bus to school _____
- wants to go to college but isn't sure what it is going to take _____
- wears Vans _____
- listens to hip-hop _____
- knows how to design a Web page _____
- knows how to draw _____

Name: _____

Date: _____

Getting to Know You

Directions: Find another person and spend some time talking with that person. Find out how many of the items below fit that person, and fill in the person's name next to these items. Listen for the teacher to say, "Move!" and then move on to a new partner and start again.

Find someone who...

- Has the same teacher as you for math ..... _____
- Has a brother or sister who goes to our school ..... _____
- Has a first, middle, or last initial that is the same as yours ..... _____
- Has a brother or sister in high school ..... _____
- Has a pet ..... _____
- What kind? ..... _____
- Plays a musical instrument ..... _____
  - Which one? ..... _____
- Loves to eat pizza ..... _____
- Enjoys reading ..... _____
- Hates math ..... _____
- Plays a team sport ..... _____
  - What sport? ..... _____
- Has no brothers or sisters ..... _____
- Lives with his or her grandparents ..... _____
- Knows what college he or she wants to go to ..... _____
- Likes to talk a lot ..... _____
- Doesn't like to talk very much ..... _____
- Has a hobby ..... _____
  - What is it? ..... _____

Name: _____

Date: _____

Partner Interview Notes

Directions: Interview your partner and record the answers here.

Partner's name _____

Do you have a nickname you want to be called? _____

Place of birth_____

Have you always lived in this area? If not, then where else have you lived? _____

Previous school _____

What did you like the most about your old school? _____

What did you like the least? _____

What is your favorite academic class? _____

What is your least favorite class and why? _____

What possible careers are you interested in? _____

Which colleges are you interested in attending? _____

Who in your family has gone to college? _____

What word or phrase would each of these people probably use to describe you?

A parent _____

A favorite teacher _____

A good friend _____

Yourself _____

Name: _____

Date: _____

Partners

Written reflection:

Imagine that you were alone somewhere, and you didn't want to be alone. What would you do? Take five minutes to write any ideas that come to mind.

_____

_____

_____

Activity:

Choose a partner and answer the following questions together.

In what ways are we alike?

1. _____
2. _____
3. _____
4. _____
5. _____

In what ways are we different?

1. _____
2. _____
3. _____
4. _____
5. _____

Partner's Name: _____

Name: _____

Date: _____

One-One-Two Minute Partner Share

Directions: 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.

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.

Name: _____

Date: _____

Tower Building

Observer Record Sheet

I. Introduction: The purpose of this activity is for a group of people to work together to accomplish a task—building a tower out of newspaper or similar material. The group needs everybody in order to be successful. Some people will try to take over the group and build the tower alone; others will try to offer suggestions and will be ignored; others will sit and watch whoever decides to try to build it; and others, because they are afraid to try, or afraid to fail, will play around while a few people work. The most effective groups will be the ones in which everyone has some say in the project, everyone is able to use some talent or skill, and everyone's opinions and feelings are valued and respected. You are to observe your group and then give them some feedback based on your observations.

II. Activity:

1. Does the group talk about what their task is or discuss the problem? Explain.

_____

_____

_____

2. Does everyone in the group work together to build the tower? Explain.

_____

_____

_____

3. What are this group's strengths? Examples would be good listening, good leadership, lots of on-task discussion, cooperation.

_____

_____

_____

4. What does this group need to improve upon? Examples would be better listening, more discussion, better leadership, more cooperation.

_____

_____

_____

Team Huddle

Material needed: Lively music

Directions: Instruct all players to move around the room when they hear music playing, and then start the music. (If your room is not conducive to this activity, consider going outside.) When you turn off the music, call out, "Huddle" and a number. For example, if you call out, "Huddle four," then students huddle in groups of four. Any extra players should form their own huddle. Once players are in huddles, call out an action and a low-risk topic to share. For example, have students high five each other and share their favorite music or musical group. Turn the music back on and continue calling out huddle groups of different numbers and giving them actions and topics. You may choose to end with a final huddle for the whole group by calling, "Huddle everyone!"

Team Similarities

Material needed: Lively music

Directions: Turn on the music and have all players wander around the room. Call out "Get together!" with some category at the end, such as "Get together with everyone who likes the same type of candy bar as you!" Players quickly try to identify fellow teammates who like the same type of candy bar and make a group (the "Snickers," the "Baby Ruths," the "Twix," and so on). Then have group members share something, such as their favorite time of the year and why, favorite holiday and why, or favorite movie and why. Continue to use a wide variety of low-risk categories, such as ice cream flavors, favorite colors, and soft drink flavors. As the students become more comfortable with each other, the topics on which they share in the groups may become higher risk. For example, they could describe their most frustrating moment in school, proudest moment so far, scariest moment, most embarrassing moment, best teacher, worst teacher, etc.

Collaborative Learning Groups

Introduction

Preparing for Collaborative Learning Groups

The Task

In collaborative learning groups, students experience the process of learning.* To achieve this, the teacher must carefully guide the groups, thereby encouraging members to share, explore, and respect the ideas of others. The groups must constantly probe, define, and redefine until the expression of ideas is precise and clear. The groups' tasks may require students to share individual assignments or notes, as well as to work together to brainstorm or to problem solve. If the students have had sufficient experience in team-building activities prior to working in groups, the task for them will not be so difficult.

Selection of Groups

In collaborative learning, there is no fixed way to group students. Depending on the class and the assignment, you can organize groups in your class according to seating considerations; student behavior, aptitude, or social skills; random selection; or, with mature students, self-selection. An important suggestion, however, is to put students into groups so frequently that they learn to quickly and efficiently move into their groups. Much time can be wasted in this transition. Also, cap the size of each group at six or seven students; larger groups cannot collaborate effectively.

Preparing Students

Students need to be prepared to work in groups. In the beginning, students may shy away from group work for a variety of reasons. Group work should begin with experiences that are nonthreatening, gradually increasing in task demands and duration. Teachers need to discuss group etiquette, stereotyping, group dynamics, and the benefits of collaborative learning before groups begin working. Some of these benefits may include:

- the discovery that all students can contribute
- an increase in students' ability to analyze, synthesize, and evaluate subject matter
- students who move further faster and remember more
- the realization that learning with other people is more fun than studying alone
- the experience that learning is more effective in a group setting

Collaboration is an ongoing process. After completing a group activity, students should write about and discuss what went well in their groups and what they need to improve for next time.

**Collaborative learning groups can be named "study groups," but the latter usually refers to student groups that organize and meet outside of the class curriculum.*

Troubleshooting

1. Provide students with clear instructions before they move into groups. If students do not understand their task and its desired outcome, chances are the efforts of the group will be unsuccessful.
2. Establish a specific routine for moving into groups. With inexperienced or immature students, you might need to have them practice this routine several times as an isolated activity.
3. Have students move their desks close together to prevent loud talking and to create a group atmosphere conducive to exchanging ideas. This is another reason for limiting the number of students in each group to six or seven at most.
4. Establish a reasonable time limit. Allowing too much time for an activity can cause the groups to deteriorate. It is better for groups to have too little time than too much.
5. When possible, allow time at the end of the group task for reflection/debrief of process.

Remember, it takes time and practice for students to learn to work effectively in collaborative learning groups!

Structures for Collaboration

Carousel Brainstorming

Used to elicit background knowledge, to build background knowledge, to review recently studied information, or to gather opinions; allows students to build on one another's ideas in a very structured manner

1. Prepare the same number of wall charts as groups. Each wall chart will have some kind of "stimulus" to which students will respond. These can be photographs, steps in a problem-solving sequence, targeted vocabulary, quotations, text excerpts, etc.—usually one item per chart.
2. Assign each group to begin at a specific chart. It may be helpful to assign a different color marker for each group.
3. On the first signal—groups move to assigned charts, and generate and record as many ideas as possible for that item.
4. On the second signal—groups rotate clockwise to the next chart, review what previous group wrote, and generate and add additional ideas or questions.
5. On the third signal—groups rotate clockwise to the next chart, review what the previous groups wrote, and generate and add additional ideas or questions. Continue until all groups have written on all charts; then ask the students to take a "Gallery Walk" of all charts and be seated.

Fishbowl

Used as a structure for modeling a process and for giving groups of students the opportunity to have structured talk while others have structured listening

1. Set up a small inner circle of students to demonstrate an activity for the class. Have all other students form a larger outer circle around the inner circle (fishbowl group) of students.
2. Give the outer circle a specific listening and recording task to accomplish while they observe the fishbowl group.
3. Give the inner circle (fishbowl) directions for the activity and how they are to proceed.
4. The inner circle (fishbowl) demonstrates the activity to the rest of the class. As necessary, clarify and correct the activity steps with the fishbowl group.
5. Debrief with the entire class.

Note: The fishbowl can also be used as a structure for Socratic Seminar, where the inner circle of students participate in a discussion and the outer circle students listen and take notes. Later, the outer circle students can comment on the discussion, using their notes, and then, possibly, exchange places with the fishbowl students.

Give One/Get One

Interactive method for reviewing content, eliciting background knowledge, or processing newly taught information

1. Ask each student to make a list of ideas related to a teacher-generated topic or question on a sheet of paper.
2. Give students two to three minutes to create as long a list as possible.
3. Tell students to draw a line after their final idea.
4. Have students stand 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.
5. Students must give each other student they meet an idea from their list; they must also write down one new idea from each partner's list.
6. At the end of the activity, create a class list of information completed from the individual lists of students.

Inside/Outside Circles or Parallel Lineups ("Conga Line")

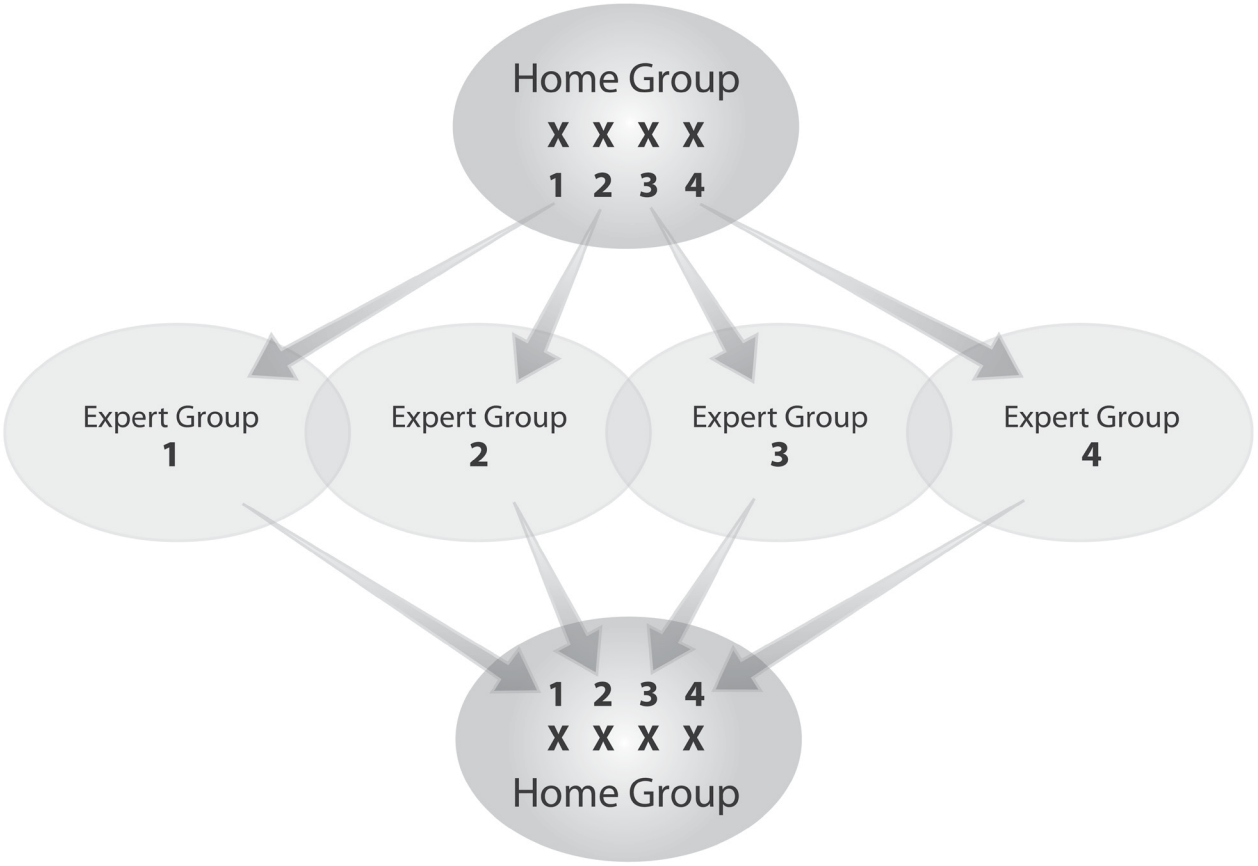
Used to review key concepts and to build academic talk

1. Give each student a slip of paper or card with a question, vocabulary word, or some other topic he or she will need to explain.
2. Give students two minutes to think about their topic and to write notes on the paper/card.
3. Divide students into two equal groups. (Papers/cards can also be color-coded for easy division into two groups.)
4. Place half the group in the inner circle directly facing a member of the second half of the group in an outer circle. (Alternatively, form parallel lines.)
5. Provide a limited amount of time for the partners to quiz each other on the topics from their papers/cards.
6. Coach the students to speak in complete sentences and to restate the question in their answer as they speak to their partners.
7. Coach students to ask their partner questions if the partner is not able to readily respond about the topic.
8. Have the outer circle move to the left (or right) two or three partners down. With parallel lineups, have one or two persons at one end of the line walk quickly to the other end of the line, and all others move one or two spaces to face a new partner. To form a "Conga Line," use Conga music to cue students when to move; all the students dance while the outer circle or line moves.
9. Repeat steps 5–8.

Jigsaw—Home Group/Expert Group

Used when discussion of new information is desired, but time is limited or the target text/content material is especially dense. Jigsaw provides scaffolded inquiry with accountability.

1. Divide students into small groups. The number of sections of the reading or the number of concepts being reviewed or introduced will determine the number and size of the groups.
2. Assign each member of the group a number that corresponds to the section of the text to be read or the concept to be mastered. Each member of the group is responsible for completing one part of the reading or mastering one of the assigned concepts. Encourage students to take notes.
3. Students then leave their "home" groups and form "expert" groups with other students with the same number. Each "expert" group works on its part of the assignment; members assist each other with questions, clarifications, and summaries. In preparation for going back to his or her "home" group as an "expert," each student rehearses and teaches the lesson to the other members.
4. Students return to their "home" groups and share, discuss information, and teach their part of the assignment.
5. Students reassemble as a whole class and share their thoughts and responses.



Jigsaw Sequencing Groups

Used to structure a group for negotiation and problem solving

1. Cut sections of a solution process, reading, or proof into individual parts. Each part should have a complete meaning and show a type of transition at the beginning or the end.
2. Form groups of students that correspond to the number of "jigsaw" pieces.
3. Each group member receives a different piece of the text, problem, or proof.
4. Each member of the group must then decide where his or her piece fits in the text, problem, or proof.
5. If a student thinks he/she has the first section of the text, problem, or proof, the student must give the reasons why without letting the group read the section. He/she tells the group, "I think I have the first piece because…"
6. If the group agrees that it is the first section, the student reads this part of the text, problem, or proof aloud to the group and then places it on the table.
7. The group then proceeds to look for the next section, following the same rules as above.
8. Once the group has identified what they think the correct sequence is, they summarize what the text or problem means or represents.

KWL

When done collaboratively, used to elicit collective background knowledge, to build purpose for a learning task, and to chronicle learning; allows students to build on each other's learning

1. Draw three columns on chart paper. Label the columns of the KWL chart: What We **K**now, What We **W**ant/ Need to Know, and What We **L**earned.
2. Identify a text selection or topic for pairs or small groups of students to consider during the activity.

3 . Ask students to brainstorm and enter information in the first column to indicate what they already know about the topic—this is a way to discover students' prior knowledge.

4. Ask students to brainstorm questions in the second column indicating what they want/need to know about the topic to better understand it—this can help establish purpose during the learning activity.
5. After engaging with the text/topic, have students revisit the KWL to identify what they've learned in the third column.

Note-Checking Pairs

Used to foster the 10-2 instructional model (10 minutes of "input"; 2 minutes of "processing") and to check for comprehension

1. At the end of a class segment (10 to 15 minutes), ask students to find a "Shoulder Partner" to review their notes.
2. The note review activities could include:

    Summarize the three most important points, using both students' notes.

    Choose the most important idea that will appear on the exam based on the notes.

    Check the completeness and accuracy of each partner's notes.

    Use the notes together to solve an example problem.

    Write questions together in the left column of their Cornell notes.

    Use the notes together to work on a teacher-generated question.

Note: These notes and the "processing" that has been done can be collected as a formative assessment.

Novel Ideas Only

Structured method for eliciting collective background information, reviewing recently taught information, and for practicing academic talk, careful listening, and public speaking

1. Place students in groups and assign groups to list ideas about a given topic. Set a time limit for the task.
2. Have a spokesperson from each group stand and share one "novel" idea from the group's list.
3. Students in each group must listen attentively to ensure that no group repeats information already provided by another group. (Each group spokesperson can only give information not previously mentioned.)
4. As students hear an item shared by another group, they check it off their own group's list.
5. Each spokesperson sits down after he or she has either read or checked off all the items on the list.
6. The activity continues until all "novel" ideas about the topic have been shared and all students are again sitting down.

Novel Ideas—Four Corners

Used to check for comprehension and to build student accountability for articulating their understanding; also helps build cohesion among classmates as they discover they can help each other

1. Allow students to divide themselves into four groups based on their perceived level of understanding or mastery of a question or concept: 1 = lowest level of understanding; 4 = highest level of understanding.

2. Ask the groups to brainstorm all that they know about the question or concept, and to generate questions that would help them gain more understanding.
3. Ask a representative from the level one group to share all that was on the group's brainstorm list, saving questions until all groups have shared.
4. Proceed in turn with each sequential group, allowing them to share information not previously mentioned.
5. Finish with the group that perceived themselves as having mastered the material.
6. Revisit groups' questions to see if any have been answered by the other groups' sharing, and then invite students to answer the questions still pending.
7. Clarify misconceptions and misstatements.

Numbered Heads Together

Used for quick collaborative discussion with group and individual accountability

1. Place students in groups of four.
2. Have students in each group number off from one to four.
3. Ask students a question for discussion or review.
4. Have students discuss the question in their groups, making sure that each member of the group can answer the question if called upon.
5. Select a random number corresponding to a number of a group member.
6. Select one or two students to respond to the question. Additional students with the same number can respond to the question by adding new information to the previous response(s).

Parking Lot

Used to build ownership and to encourage students to communicate their concerns and questions

1. Provide students with sticky notes on which they can record questions and concerns.
2. Designate a location (the "parking lot") in the room for students to post their questions and concerns.
3. Encourage students to add to the parking lot at any time.
4. Check the parking lot frequently and address any notes that have been posted.

Take Five

Used to gain consensus decision making; an effective way to assess group needs and gather information for problem solving

1. Divide the larger group into smaller groups of four or five students each.
2. Provide quiet time for students to complete a 5- to 10-minute quickwrite on a selected topic about which they are trying to make a decision.
3. Provide time for groups to collaborate and brainstorm.
    a. Each student should share his or her writing one at a time.
    b. Groups should look for common themes and record consensus ideas on paper or small whiteboard.
    c. Each group should then discuss its list and identify priorities by numbering 1, 2, 3, etc. Each small group shares its top agreements/priorities with the larger group.
4. The larger group records common themes/priorities.

Talking Chips

Used for accountable and equitable talk in small group discussions and promotes academic talk

1. Have students each create three name cards ("Talking Chips") with small sticky notes or slips of paper.
2. During discussion groups, have students take out their name cards ("Talking Chips"). Tell them that when they are ready to contribute to the discussion they must place one of their chips in the center of the table.
3. When they do this, all other students at the table must stop talking and listen attentively.
4. When students have used up all of their talking chips, they must wait for others to use theirs up, too, before they can contribute to the discussion again.
5. Once all chips are in the center of the table, they can be redistributed and all participants invited to join in the discussion again.

Think-Pair-Share

Used as a quick processing activity and/or check for understanding; the think/write steps are crucial for giving students time to process their understanding in preparation for sharing.

1. Instruct students to think carefully about a specific topic or a question. This may be facilitated by a quickwrite. Think-Write-Pair-Share is especially important for English Language Learners who need more "rehearsal" time before speaking.
2. Instruct students to find a partner near them.
3. When you give a signal, one partner shares his/her answer to the question and the reasons that support it, while the other partner listens.
4. The partners exchange roles.
5. The partners prepare to share their answers/responses with the large group.

Think-Pair-Share—Squared

Used as a quick processing activity and/or check for understanding; the think/write steps are crucial for giving students time to process their understanding in preparation for sharing.

1. Participants listen to a question, concern, or scenario.
2. Individuals think and make notes about the question, concern, or scenario.
3. Individuals pair and discuss their responses.
4. Pairs join into groups of four and discuss responses.
5. Foursomes prepare to share their answers/responses with the large group.

Four Corners

Used for review and checks for comprehension

1. Pose a question to the class that has four options.
2. After each student has made a choice, have them move to the corresponding corner of the classroom.
3. Each corner then has five minutes to discuss with their group.
4. Each corner then shares out with the whole group. If there is a correct answer to the topic, give time for groups to defend their choices.

Chapter 12

Philosophical Chairs[11]

Philosophical Chairs is a format for classroom discussion and an activity that can be used in almost any classroom setting. While this activity uses a format similar to debate, it is dialogue that helps students develop the ability to give careful attention to other students' comments and to engage in constructive dialogue with one another.

Like Socratic Seminar, Philosophical Chairs exemplifies the use of AVID's WICR strategies in lesson planning. Inquiry and collaboration are inherent in Philosophical Chairs, and writing and reading are easily incorporated into a plan that results in the integration of the four components of WICR. Additionally, this activity makes a great prewriting activity as it allows students to gain and develop a variety of ideas about a topic.

Philosophical Chairs differs from Socratic Seminar in that it is not dependent on a text, but the reading of some text before engaging in the activity can only enhance the process. Philosophical Chairs focuses on a central statement or topic that is controversial. A list of possible topics is included in this unit, but you should also develop statements that are relevant to both your students' lives and grade levels. Current events make great Philosophical Chairs topics.

Because the basic format for Philosophical Chairs remains the same from grade level to grade level, no explicit differentiations are included here. You will differentiate from grade level to grade level by choosing central statements or topics with increased complexity and by decreasing the level of teacher involvement in the process. In the middle school years, the teacher will almost always provide the topic and facilitate the discussion. By the junior and senior years in high school, students should be responsible for developing the central statement and for facilitating the discussions. Included in this unit are three activity sheets that may be used as part of the Philosophical Chairs activity. They provide varying degrees of structure. For middle level, you may want to provide more structure to the reflection after the activity. For students who have become more practiced at Philosophical Chairs and/or are in high school, you may use the activity sheets that are less structured.

Step-by-step guidelines for Philosophical Chairs and additional ideas for successful implementation of this activity in your classroom follow.

[11]Risi, R., Schiro, P. Serret-Lopez, C. (2005). Unit Eleven: Philosophical Chairs. *Strategies for Success* (pp. 147–154). San Diego, Ca: AVID Press

Guidelines for Philosophical Chairs

Classroom Setup

Chairs/desks are set up facing each other with about half facing one way and half facing the opposite way.

Directions

1. A statement is presented to the students. This statement might be based on a reading or might be a stand-alone statement. Either way, the statement should be one that will divide the class into those who agree with the statement and those who disagree with the statement. Be sure that the statement is written on the board for reference during the activity. (Note: Allowing for a group of students who are undecided is addressed later in these guidelines.)
2. Those who agree with the central statement sit on one side and those who disagree sit on the other side.
3. A mediator, who will remain neutral and call on sides to speak, is positioned between the two sides. (This role is usually filled by the teacher in the beginning or middle school years. Eventually, students should take on this role.) In addition to facilitating the discussion, the mediator may at times paraphrase the arguments made by each side for clarification. It is important that the mediator always remains neutral.
4. The mediator recognizes someone from the side of the classroom that agrees with the central statement to begin the discussion with an argument in favor of the position stated. Next, the mediator will recognize someone from the other side to respond to the argument. This continues throughout the activity, and part of the job of the mediator is to ensure participation by as many students as possible and to keep just a few students from dominating the discussion. The mediator may also put a time limit on how long each side addresses the issue on each turn.
5. In addition to speaking in the discussion, students may express their opinions by moving from one side to the other. Anyone may change seats at any time. Changing seats does not necessarily mean that a person's mind is changed, but rather that the argument made is compelling enough to sway opinions. Students may move back and forth throughout the discussion.
6. The discussion and movement go on for a designated period of time—usually one class period. The mediator may bring the discussion to a close at any time. Each side may be given an opportunity to make a final statement on the issue. If time allows, each participant states his/her final opinion and may also tell which arguments he/she found most convincing.
7. An additional piece to this activity can be to have a few students observe the process and take notes instead of participating. These students will debrief their observations to the class at the end of the activity. You may have students who were absent or unprepared to participate fulfill this role.

Evaluation

Leave time at the end of the period for students to reflect on the activity. Use one of the activities included in this unit. Students may begin the reflection in class and finish it for homework.

Modifications

It is recommended that you begin this activity with just two sides. If students have difficulty choosing a side to begin, encourage them to sit on the side that they agree with the most even if they do not completely agree. Once students are accustomed to this format, you may choose to add this additional component: You may add a third section of seats with a few chairs for students who are undecided. This section is placed between the two opposing sides. During the discussion, you may allow students from the undecided section to participate, or you may require that they take a position before participating. Students may move from the sides that agree or disagree with the statement to the undecided section if they wish. Before you end the discussion, require that all students still seated in the undecided zone move to one side or the other depending on which they believe made the most compelling arguments.

Philosophical Chairs Topics

1. Tobacco should be illegal for purchase or use.
2. Interracial relationships are acceptable.
3. Everyone would be a lot better off without television.
4. Discussions about religion should be allowed in school.
5. Students should be able to ban a teacher who does not teach well.
6. We should be able to enforce the death penalty for murderers and rapists.
7. Students should be able to work without parental consent at age 16.
8. Students should be able to choose which high school they attend.
9. When a course is taught by more than one teacher, students should be able to choose their teacher.
10. If a student and teacher have problems getting along, either one should be able to request a change in teachers.
11. Parents should have to pay a fine when their kids skip school.
12. Girls should be able to participate in full-contact sports with boys.
13. Prayer in school should remain illegal.
14. The right to die should become a fundamental right.
15. Teachers should be able to make their students stay after class.
16. People with multiple life sentences should be freed at age 80.
17. Teaching about religion should be allowed in public schools outside the regular school day.
18. War is unavoidable.
19. Everything we do is done mainly for ourselves, and this is true for everyone.
20. Our nation should have many nuclear weapons.
21. Men can care for children as well as women.
22. The voting age should be lowered to 16.
23. Adopted children should be given information about their natural parents before the age of 18.
24. Recipients of heart, lung, and liver transplants should be told about the donors of the organs.
25. Most people on welfare are lazy and don't really want to work.
26. Offshore drilling should be discontinued.
27. Greater penalties should be given to oil companies for oil spills.
28. Computer crimes should receive stiffer penalties.
29. All employers should conduct drug testing before hiring any employee.
30. Organs should not be donated to those serving jail sentences.
31. Some books should be banned.

32. Schools should have mandatory drug testing for athletes.
33. Euthanasia (mercy killing) should be legalized.
34. Schools should have courses on death and dying.
35. The number of appeals before capital punishment is carried out should be limited to three.
36. A sentence of capital punishment should be imposed within a one-year time period.
37. Criminals should not be allowed to plea-bargain to reduce their sentences.
38. The state government should provide shelter for the homeless.
39. Refugees from Central and South American countries should be permitted to legally immigrate to the United States.
40. The income tax should be abandoned as a source of federal and state revenue.
41. The graduated income tax (higher for wealthy people) should be replaced by a flat tax for everyone.
42. All chemicals that cause damage to the ozone layer should be prohibited from use or sale.
43. Pesticides should be outlawed for all food crops.
44. Children who went to school in the United States but whose parents are undocumented should be able to apply for financial aid.
45. If you have high SAT scores and an A average, you should be able to go to any college you choose.
46. Tax credits should be given for those who choose to use solar energy.
47. The parents of school-age vandals should be held liable for damages caused by their children.
48. Teenage vandals should be tried in courts as adults.
49. Police should arrest and detain runaway teenagers.
50. Stricter school dress codes would result in better behavior and academic performance by students in inner-city schools.
51. A driver's license should not be permitted for high school dropouts.
52. People should wait until the age of 21 to get married.
53. Drug traffickers in the United States should receive capital punishment, as they do in Asian countries.
54. Most people care enough about the environment to make personal sacrifices to save it.
55. The United States should not sell arms to any foreign countries.
56. Students should be able to select their own teachers.
57. Children should never be physically punished.
58. Unclaimed animals in the pound should be used for medical research.
59. It was easier to grow up when my parents were kids than it is for me now.
60. Legalization of drugs would result in less crime.
61. Chewing gum should be allowed in classes because it gives you energy to study.

Philosophical Chairs

Rules of Engagement

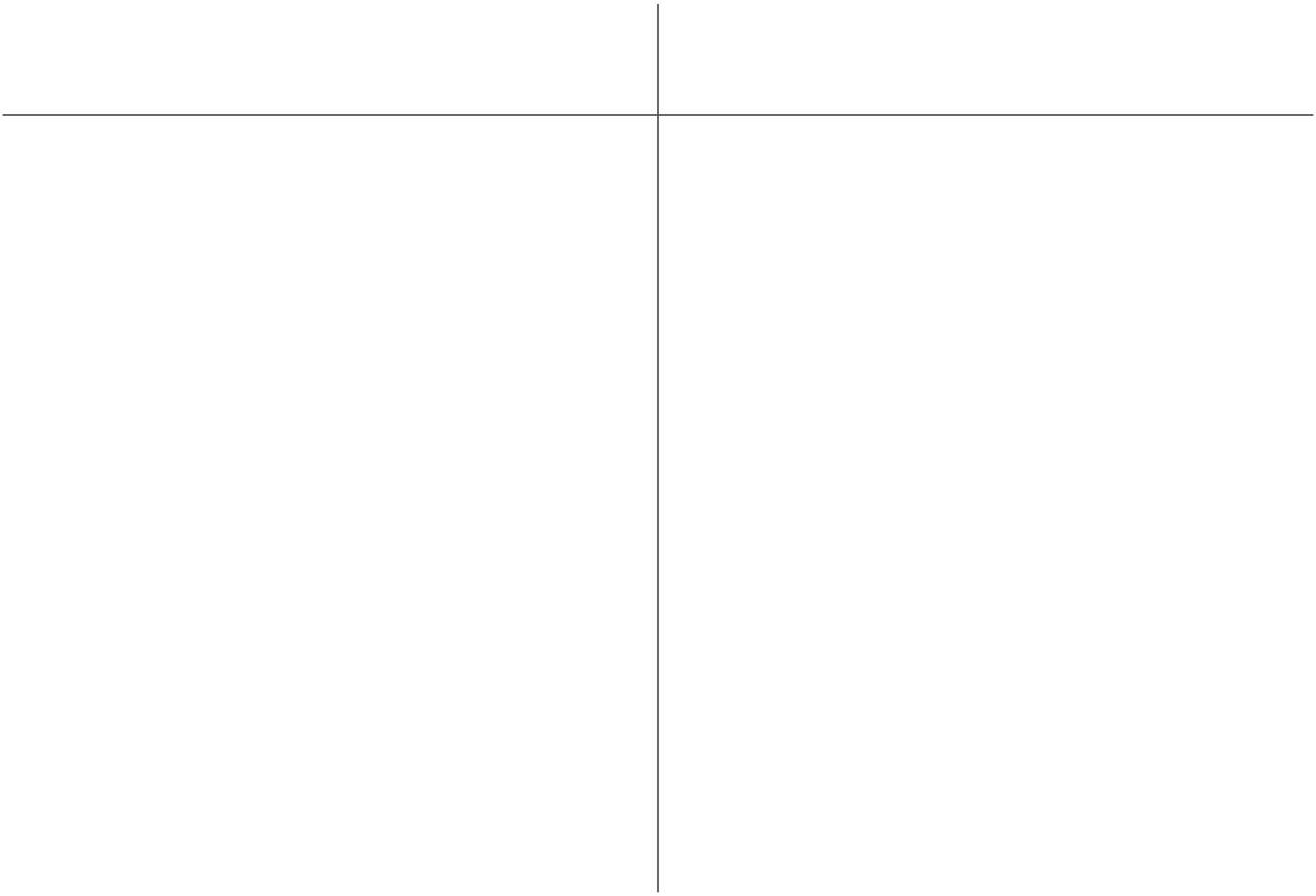
1. Be sure you understand the central statement or topic before the discussion begins. Decide which section you will sit in.
2. Listen carefully when others speak and seek to understand their arguments even if you don't agree.
3. Wait for the mediator to recognize you before you speak; only one person speaks at a time.
4. You must first summarize briefly the previous speaker's argument before you make your response.
5. If you have spoken for your side, you must wait until three other people on your side speak before you speak again.
6. Be sure that when you speak, you address the ideas, not the person stating them.
7. Keep an open mind, and move to the other side or the undecided section if you feel that someone made a good argument or your opinion is swayed.
8. Support the mediator by maintaining order and helping the discussion to progress.

Philosophical Chairs Preparation

Central Statement: _____

_____

_____



Reflection: _____

_____

_____

Name: _____

Date: _____

Philosophical Chairs Report

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

_____

_____

_____

_____

Name: _____

Date: _____

Philosophical Chairs Written Evaluation Sheet

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.

Name: _____

Date: _____

Philosophical Chairs Reflection

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

Chapter 13

Socratic Seminar[12]

Socrates believed that enabling students to think for themselves was more important than filling their heads with "right answers." In a Socratic Seminar, participants seek deeper understanding of complex ideas through rigorously thoughtful dialogue. A Socratic Seminar fosters active learning as participants explore and evaluate the ideas, issues, and values in a particular text. The skills that students develop through participation in Socratic Seminars are crucial for college success.

This unit includes step-by-step guidelines for implementing Socratic Seminars in your classroom, including several pages of information to help you prepare yourself and your students to engage in meaningful and productive Socratic Seminars. Successful Socratic Seminars are dependent upon groups of students developing skills together over time. Your first attempts may not be entirely satisfactory to you or your students, and it is important that you leave time at the end of each seminar to debrief and reflect on the process itself and the skills that the group is developing. The group may set goals for the next seminar. Activity sheets to support this process are included.

[12]Risi, R., Schiro, P. Serret-Lopez, C. (2005) Unit Twelve: Socratic Seminar. *Strategies for Success* (pp. 155–172). San Diego, Ca: AVID Press

It is imperative that students understand several concepts before you attempt a Socratic Seminar. These include:

- the difference between dialogue and debate
- the four elements of Socratic Seminar
- the role of the seminar leader
- the role and responsibilities of the participants
- the guidelines for seminar behavior

Be sure that you use the information in this unit to adequately prepare your students for the Socratic Seminar before you begin. Often, teachers use Philosophical Chairs as a skill-building activity in preparation for Socratic Seminar. This is an excellent strategy, but it is also important to distinguish for students the differences between the two activities.

Depending on the skill level and experience of your students, you may still use Philosophical Chairs to maintain or reinforce discussion skills and foster fluency in speaking.

Use texts of three to five pages in the 9th and 10th grades. In their junior and senior years, students should be challenged with longer texts, up to 10 pages.

Model one or two paragraphs to show students how to mark or "prepare" the text for Socratic Seminar, e.g., identifying words they do not know, underlining or highlighting phrases they believe are important, summarizing important ideas or arguments in the margins, and writing questions in the margins.

With a reasonable amount of practice, students should be expected to read and mark the text independently as homework.

Continue to model and discuss as a class opening questions for seminars before you actually begin the seminar.

As students become more experienced in the Socratic Seminar, you can:

- Ask them to select texts for the seminars.
- Introduce the concept of a Socratic Seminar based on a work of art such as a painting, sculpture, or piece of music.
- Require them to read and mark the text independently outside of class time.
- Begin to coach students to take on the role of the leader.

Socratic Seminar Lesson Outline

These step-by-step guidelines are intended to help you implement your first few Socratic Seminars. Over time, these steps will become second nature, and the skills involved will continue to develop and grow. The steps listed here may take two to three class periods to finish.

1. Introduce the concept of Socratic Seminar to students. If they are familiar with Philosophical Chairs, use that as a springboard to discuss what is the same and what is different. Use the activity "Dialogue versus Debate" to help them understand the purpose of Socratic Seminar.
2. Now use "The Elements of Socratic Seminars" to further define this activity. Read and discuss each element together. Focus on the element of the text.
3. Give students a copy of a short text you have selected for their first seminar. If possible, provide a copy that has wide margins. It is imperative that they have a copy that they can write on. Socratic Seminars cannot be conducted effectively unless the students can mark the text. (An acceptable alternative is to have students use sticky notes.)
4. Read the text aloud to the students as they follow along.
5. Have the students read the text again silently to themselves.
6. Now use an overhead transparency of the text to model marking the text. Read the text again one section at a time. Discuss with students which ideas seem important. Model how they might circle words they do not know, underline or highlight sentences or phrases that seem important, summarize ideas in the margins, and write questions in the margins. Be sure that the students follow your example and mark their own papers.
7. Next, review the element of questions in Socratic Seminars. Explain that getting a seminar off to a good start means having a good opening question. Review the concept that a good opening question will lead to discussion and more questions. Share one or two examples of opening questions that you have formulated. (Be sure they are higher-level questions.) Have the students work in small groups to write two or three possible opening questions. Share and discuss these questions.
8. Now use the activities "The Role of the Leader" and "The Role and Responsibilities of the Seminar Participant" to deepen the understanding of the students. Be sure students understand how you will function as the leader to facilitate the dialogue and to push their thinking. Emphasize that they will be reminded constantly to refer to the text.
9. Depending on the size of your class, you will have to decide whether all students will participate in the seminar or you will use the inner circle/outer circle method. Socratic Seminars can usually remain effective with up to 20 participants. If your class is much larger than this, you may want to use the inner circle/outer circle method. Be sure to review and explain the differing roles as well as the use of the "hot seat," if you choose to include that component. Students in the outer circle can use one of the observation activity sheets included later in this unit.
10. Conduct the seminar. For the first few seminars, set a time limit for discussion of about 15–20 minutes. Be sure that as the leader you have developed plenty of questions to keep the dialogue going. You will need them!
11. Debrief and evaluate the process. If students were in an outer circle, have them share their observations first, then discuss as a class which parts of the process were successful and which parts still need improvement. Use the activity sheets included in this unit to debrief and evaluate. Set specific goals for the group's next seminar. For example, a goal might be that every participant speaks without being asked by the leader or that participants speak to each other instead of the leader. Guide your students to set reasonable goals that will improve and develop their skills.

Inner Circle/Outer Circle Method

When your class is large (more than 25 students), consider using the inner circle/outer circle method of Socratic Seminar. With this method, about 15–20 students will take on the role of seminar participants, and the rest of the students will act as observers. It is important that the observers are given specific tasks and that they must provide feedback during the debriefing process. The observer role is crucial to the group's development of skills and should not be seen as a way to get out of participating but as serving a different purpose in the process.

Students should be seated as follows: Desks are arranged in two circles, one outside the other. Seminar participants sit in the inner circle. Observers sit in the outer circle but should be positioned so that they can see and hear the student or students they are assigned to observe. Activity sheets are included in this unit for observers to use and make notes.

You may choose as the leader to include a "hot seat" in the inner circle. This is a chair that remains empty at the beginning of the seminar. If at some time during the seminar an observer in the outer circle feels a strong need to participate, that student may move to the hot seat, contribute to the dialogue, and then move back to the outer circle. The "hot seat" is not essential to the process but can be used effectively to stimulate participation.

If your class is small enough, you will probably have all students participate in the seminar. Having a few students function as observers can help immensely in the debriefing process, as they are able to notice things that participants may not notice. It can also be helpful to have tutors or other teachers function as observers and give feedback after the seminar.

Dialogue Versus Debate

Crucial to successful Socratic Seminars is an understanding of the difference between dialogue and debate. Both the leader and the participants must be able to make this distinction. More importantly, students must understand why we value the dialogue that we seek through Socratic Seminars. The purpose of the seminar is to expand our ideas and deepen our thinking, not to come to a particular conclusion or any conclusion at all. Use the table below to lead a discussion of the difference between these two concepts.

Dialogue is…

- everyone working together
- seeing how other perspectives mesh with your own
- about seeking understanding
- re-evaluating your own assumptions
- open-ended
- validating others' thoughts and opinions

Debate is…

- oppositional
- showing how other perspectives are different from your own
- about defending your stance
- justifying your assumptions
- trying to bring a conclusion
- proving others' positions wrong

The Elements of Socratic Seminars

A good seminar consists of four interdependent elements: (1) the text, (2) the question, (3) the seminar leader, and (4) the participants. A closer look at each of these elements helps explain the unique character of a Socratic Seminar.

The Text

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

The Question

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

The Leader

In a Socratic Seminar, the leader plays a dual role as leader and participant. The seminar leader consciously demonstrates habits of mind that lead to a thoughtful exploration of the ideas in the text by keeping the discussion focused on the text, asking follow-up questions, helping participants clarify their positions when arguments become confused, and involving reluctant participants while restraining their more vocal peers.

As a seminar participant, the leader actively engages in the group's exploration of the text. To do this effectively, the leader must know the text well enough to anticipate varied interpretations and recognize important possibilities in each. The leader must also be patient enough to allow participants' understandings to evolve and be willing to help participants explore nontraditional insights and unexpected interpretations.

Assuming this dual role of leader and participant is easier if the opening question is one that truly interests the leader as well as the participants.

The Participants

In Socratic Seminar, participants share with the leader the responsibility for the quality of the seminar. Good seminars occur when participants study the text closely in advance, listen actively, share their ideas and questions in response to the ideas and questions of others, and search for evidence in the text to support their ideas.

Participants acquire good seminar behaviors through participating in seminars and reflecting on them afterward. After each seminar, the leader and participants discuss the experience and identify ways of improving the next seminar. Before each new seminar, the leader also offers coaching and practice in specific habits of mind that improve reading, thinking, and discussing. Eventually, when participants realize that the leader is not looking for the "right" answers but instead is encouraging them to think out loud and to openly exchange ideas, they discover the excitement of exploring important issues through shared inquiry. This excitement creates willing participants, eager to examine ideas in a rigorous, thoughtful manner.

The Role of the Leader

- Know the text well before you begin.
- Have a series of questions about the text ready to help define the discussion and give it direction. (See templates and guidelines for opening, core, and closing questions.)
- Have NO predetermined agenda to get the RIGHT answer; instead, think of the seminar as a joint search.
- Be an active listener.
- Have respect for each participant.
- Help participants work cooperatively, not competitively.
- Involve reluctant participants while restraining more vocal members.
- Facilitate discussion among participants rather than with you, the leader.
- Examine and query responses by participants, trying to draw out reasons and implications in their thinking.
- Help participants rephrase questions and answers for clarity, if necessary.
- Encourage participants to USE THE TEXT to support their responses.
- Be patient enough to allow each participant's understanding to evolve.

The Role and Responsibilities of the **Seminar Participant**

Before the Seminar

- Read the text carefully and for understanding.
- Use highlighters to mark crucial text, and make notes in margins.
- Look for places where the author is stating his views, arguing for them, or raising questions.
- Make connections between parts of the text by using your marginal notes.
- Think about what you have read and how you understand it.
- Make connections between the ideas in the text and what you know in your life and the lives of the others.

During the Seminar

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

After the Seminar

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

Developing Opening, Core, and Closing Questions

Use this page to guide you as you develop questions in the categories of opening, core, and closing. Opening questions should get the seminar off to a start, core questions should help participants examine deeper meanings in the text, and closing questions should help the group bring the seminar to a close, though not necessarily a conclusion. Use the template on the following page to record your questions as you prepare to lead the seminar.

Opening Questions

- Stem from context
- Direct participants into text
- Elicit more than one-word responses
- Are generally concrete questions

Examples

- What is the theme of the reading?
- What significance is this to _____?
- What are the assumptions of this text?
- Could the two main characters have switched places? Why or why not?
- What might be some other good titles?
- Is it better to be _____ or _____?
- In recent times, what well-known people are like _____?

Core Questions

- Are content specific
- May ask for the interpretation of a specific line or passage; often "how" or "why" questions
- Generally move the discussion into the abstract

Examples

- Why does the main character think _____?
- How do you support that position from the text?
- How does this idea connect to _____?
- If _____ is true, then _____?
- Can you define what you mean by _____?

Closing Questions

- Establish relevance
- Connect to the real world
- Relate to the lives of the participants
- Are generally abstract

Examples

- If you were writing this work, what would the ending be?
- How does this idea connect to _____?
- Explain the consequences of the ideas in the text.
- Predict/justify future developments.

Questions Planning Template

Opening Questions	Core Questions	Closing Questions

Critiquing or Debriefing the Seminar

Spending some time after the seminar to critique, debrief, and evaluate the process is critical. This reflection allows for the growth of the skills necessary to achieve quality seminars and high levels of thinking. The following questions may be asked of both participants and observers in the outer circle to help evaluate the seminar process.

Did the participants . . .

- speak loudly and clearly?
- cite reasons and evidence for their statements?
- use the text to find support?
- listen to others respectfully?
- stick to the subject?
- talk to each other, and not just the leader?
- paraphrase accurately?
- ask for help to clear up confusion?
- support each other?
- avoid hostile exchanges?
- question each other in a civil manner?
- seem prepared?

Did the leader . . .

- engage participants early? How?
- make sure that the questions were understood?
- ask questions that led to further questions?
- use answers as the basis for follow-up questions?
- allow for discussion of disagreements?
- listen carefully to participants' statements?
- accept participants' answers without judgment?
- keep attention on ideas in the text being discussed?
- correct misreadings of the text?
- allow time (pauses) for thinking?
- draw out reasons and implications?
- draw in all participants?

In the course of the seminar . . .

- what was the most interesting question?
- what was the most interesting idea to come from a participant?
- what was the best thing that you observed?
- what was the most troubling thing that you observed?
- what do you think should be done differently in the next seminar?

Socratic Seminar Discussion Debrief

The questions on the previous page focus more on the process. These questions are designed to help participants and observers reflect on the content of the seminar dialogue. They may be used in discussion only, or students may write their answers first and then engage in a discussion.

1. What was the best point made during the seminar?

2. What ideas did you agree with?

3. What ideas did you disagree with?

4. What questions were left unanswered?

5. What did you contribute to the discussion?

6. What do you wish you had said in the discussion?

7. Who were the top three contributors to the discussion?

8. What is your overall evaluation of the seminar?

Socratic Seminar Rubric

This rubric can be used by students to self-evaluate their participation in a seminar or by observers to evaluate a particular participant. This rubric breaks down some of the skills involved in seminars. They may help participants to identify particular areas of strength and areas for improvement.

	ADVANCED	SATISFACTORY	DEVELOPING	UNSATISFACTORY
Questioning	• Has prepared several higher-level questions based on the text • Asks several higher-level questions during the seminar	• Has prepared questions, mostly lower level • Asks some questions during seminar	• Has very few questions, if any • Asks very few questions, if any	• Has not prepared questions • Does not ask questions
Speaking	• Moves the conversation forward • Speaks to all participants • Thinks before answering • Refers directly to the text • Makes connections to other speakers • Considers all opinions • Offers insightful contributions	• Comments often, but does not lead others • Addresses only the teacher • Refers to text, but not to subtle points • Responds to questions • Considers some opinions • Offers interesting ideas, not necessarily connected	• Emphasizes only own ideas • Addresses only the teacher • Tends toward debate, not dialogue • Ideas do not always connect • Comments neglect details of text	• Disruptive, argumentative • Mumbles or is silent • Makes no connection to previous comments
Listening	• Demonstrates effective listening skills (making eye contact, nodding, taking notes) • Writes down thoughts and questions • Builds on others' comments • Asks for clarification when needed	• May have some eye contact with speaker • Takes some notes • Ignores others' comments	• Rarely demonstrates effective listening skills (making eye contact, nodding, taking notes) • Loses track of conversation • Judges others' ideas	• No effective listening skills demonstrated • Attempts to dominate • Interrupts speakers in middle of sentence • Repeats same ideas
Reading	• Identifies/highlights key words and phrases • Has notes of main ideas	• Identifies/highlights some key words and phrases • Has some notes	• No highlighting • Skims the text • Very few notes, if any	• Unprepared, unfamiliar with text

Socratic Seminar Rubric

This rubric gives a holistic assessment of a participant's behavior in a seminar. It can be used by observers or a teacher to give individual feedback to students.

Exemplary

- Demonstrates patience with others' opinions
- Moves the conversation forward
- Speaks to all participants
- Thinks before answering
- Refers directly to the text
- Makes connections to other speakers
- Considers all opinions
- Builds on others' comments
- Asks for clarification when needed
- Identifies key words/phrases/details in the text

Commanding

- Comments often
- Responds to questions
- Refers to the text
- Offers interesting ideas
- Pays attention
- Asks a few questions

Competent

- Emphasizes only own ideas
- Ideas not always connected
- Refers to text
- Loses track of the conversation
- Judges others' ideas
- May ask questions

Developing

- Leans toward debate, not dialogue
- Disruptive or argumentative
- Mumbles or is silent
- Repeats some ideas
- Does not ask questions

Emerging

- Is not participating
- May be lost or overwhelmed with seminar

Socratic Seminar
Fish Bowl

Directions: Choose three participants in the inner circle to observe during the seminar. Take careful notes and pay close attention to dialogue, individual behaviors, and the group's dynamics. Your grade is based on this observation/note-taking sheet. (50 points)

Participant Name	New Idea	Asked ?	Referred to Text	Positive Comments	Negative Behavior	Other Notes/ Observations
1						
2						
3						

Observation Form

Inner-Outer Discussion Circle

Directions: Each time your partner does one of the following, put a check in the box.

Your name:_____ Partner:_____

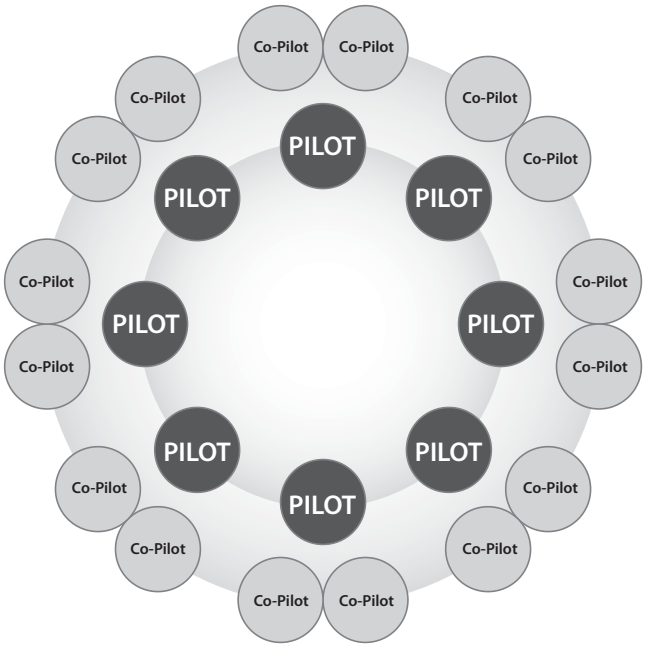
Speaks in the Discussion	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Looks at Person Who Is Speaking	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Refers to the Text	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Asks a Question	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Engages in Side Conversation	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

After Discussion:
What is the most interesting thing your partner said?

After Discussion:
What would you like to have said in the discussion?

Pilot/Co-Pilots (Wingmen) Socratic Seminar Model

This is a variation on the inner/outer circle model of Socratic Seminars.This model allows for more interaction with the outer circle by using the wingmen of the pilot in the inner circle. Below is a graphic description of how to set up the participants.



Start with a question that one of the "pilots" has written over the text being used for the Socratic Seminar. Run the seminar as usual, but stop at an appropriate time (about every 5 minutes) and have the pilots turn to their two co-pilots (wingmen) and gather input regarding the inner circle discussion. Allow about one minute for conversations between the pilot and wingmen, and then refocus everyone's attention on the inner circle.

From this point, you have several options depending on how the discussion is going and the time allotted to the seminar:

1. Resume the Socratic Seminar and have the pilots share insights from the two co-pilots (wingmen).
2. Have one of the co-pilots take over for each pilot and resume the seminar.
3. Have one of the co-pilots ask a question to the original pilots, and the seminar resumes with this new question.

Continue to use contributions from the wingmen to keep the conversation moving and energetic. This allows the wingmen to still be able to contribute to the inner circle, and yet still work on their listening and evaluative skills as members of the outer circle.

Suggestion: To debrief the Socratic Seminar, have the inner circle rotate one position to the left so that each pilot now has at least one new wingman. Next, the new trio reflects on the discussion, the content, or personal insights as a product of the seminar.

Student Handouts and Quick References at a Glance

Chapter1: The AVID Elective Class

STUDENT HANDOUTS:

Chapter 2: Time Management

STUDENT HANDOUTS:

TEACHER REFERENCES:

Chapter 3: Organization

STUDENT HANDOUTS:

Chapter 4: Goal Setting

STUDENT HANDOUTS:

TEACHER REFERENCES:

Chapter 5:
Learning Styles

STUDENT HANDOUTS:

TEACHER REFERENCE:

Chapter 6:
Test Taking

STUDENT HANDOUTS:

Chapter 7:
Inquiry

STUDENT HANDOUTS:

Chapter 8:
Focused Note-Taking

STUDENT HANDOUTS:

TEACHER REFERENCES:

Chapter 9:
Learning Logs

STUDENT HANDOUTS:

Chapter 10:
Critical Reading Strategies

STUDENT HANDOUTS:

Chapter 11:
Collaboration

STUDENT HANDOUTS:

TEACHER REFERENCES:

Chapter 12:
Philosophical Chairs

STUDENT HANDOUTS:

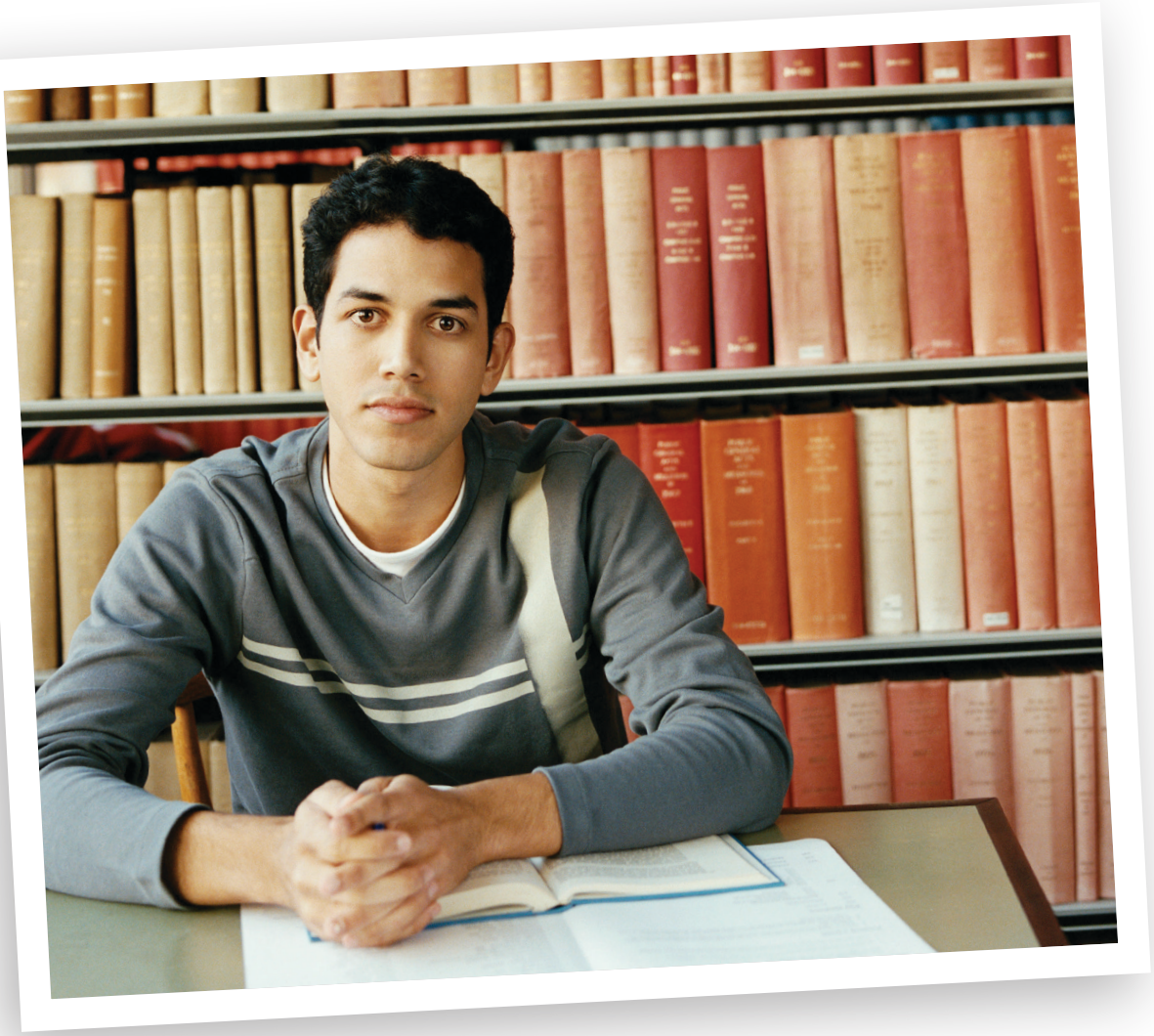
TEACHER REFERENCES:

Chapter 13:
Socratic Seminar

STUDENT HANDOUTS:

TEACHER REFERENCES:

Notes



References

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LeMaster, J. (2009). *Critical Reading: Deep Reading Strategies for Expository Texts*. San Diego: AVID Press.

Risi, R., Schiro, P., & Serret-Lopez, C. (2005). *Strategies for Success*. San Diego: AVID Press.