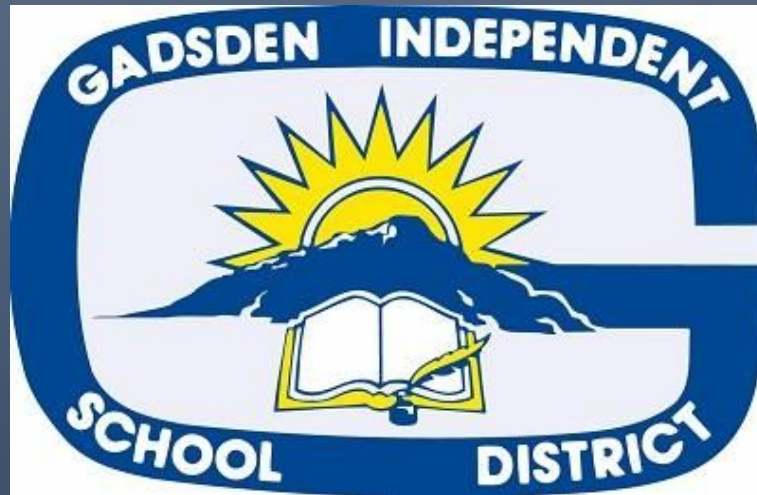


GADSDEN INDEPENDENT SCHOOL DISTRICT | 4950 McNutt Rd  
Sunland Park 88063]

2017-2018

# LITERACY FRAMEWORK FOR SECONDARY INSTRUCTION



**Gadsden Independent School District  
Secondary Literacy Framework**

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# Overview Of Literacy Framework

The following framework is designed to be aligned with the Common Core State Standards and is expected to go in depth and provide rigor in the areas of reading and writing along all the content areas. The literacy framework includes appropriately and increasingly complex texts within and across the grades. In addition, the text types listed include suitably varied genres, such as articles, short stories, poetry, speeches, essays, letters, full-length novels, and a balance of literary and informational texts which included the integration of various forms of media. This is done by deliberately encompassing social studies and science content. The social studies and science content areas will also support the literacy framework in their delivery of instruction.

This framework is evident of attention to the common core instructional shifts with a particular emphasis on using the text and textual evidence to drive comprehension and analysis. Emphasis is placed where it should be; text comprehension over reading skills and strategies development.

**Literacy Framework Specifications**, breakdown of instructional time:

- **Launch:** This is where the introduction of the daily content is presented to the students. This time can also be used to revisit previous day's instruction. The Launch ensures that all students have access to the context and content to explore that lesson's Big Idea concept or skill.
- **Engage:** Creating a degree of attention, curiosity, interest, optimism and passion that the student's show when they are learning or being taught, which expends to the level of motivation they have to learn and progress.
- **Explore:** Here students will explore the lesson, which will enable them to further analyze the concept being learned.
- **Summarize:** Students will come together to discuss or write about what they have learned throughout the lesson. They will share new ideas, important facts, and discoveries they have made throughout the discourse of the lesson. (See 40 ways to summarize instruction.)

More generally, LITERACY FRAMEWORK design has four phases:

- **Launch:** This is where the introduction of the daily content is presented to the students. This time can also be used to revisit previous day's instruction.

- This activity consists of a short question, problem, or task to engage students when they first come into the room. Teachers who use bell ringer activities try to use them everyday so students get in the habit of being on task when entering the room.
  - The launch can be used as a quick formative assessment so the teacher can determine whether each student is meeting the learning goal.
  - Questions to consider when planning the Launch:
    - How does the content connect to previous skills learned?
    - What other prior knowledge do my students need to call upon?
    - What do the students need to know to understand the text at hand?
    - What advantages or difficulties can I foresee?
    - How can I make it personal to them?
- **Engage:** Creating a degree of attention, curiosity, interest, optimism and passion that the student show when they are learning or being taught, which expends to the level of motivation they have to learn and progress.
- Authentic engagement involves student immersion in work that is relevant, has clear meaning and immediate value to them.
  - Questions to consider when planning for the engagement phase:
    - How can we engage students discussion during teacher directed discussion?
    - How can we engage students during student directed learning?
    - How can you ask questions to encourage student to student interaction?
    - (See discourse and questioning)
- **Explore:** Here students will explore the lesson, which will enable them to further analyze the concept being learned.
- Students may work with a partner, small group, or as a whole class tackle the task at hand.
  - Students should collaborate with their peers to make sense of the questions at hand.
  - Teacher's role during this time to observe and listen. Teacher may also pose questions to support student who are struggling or to challenge those students further.
  - Questions to consider when planning for Explore:

- Will I organize the students to explore individually, as pairs, or as small groups? Or can they organize themselves to best engage the task?
- What materials should be made available for students?
- Will students display their learning in individual papers, on chart paper, on construction paper, or by oral presentation?
- What are different strategies I anticipate them using?
- What kinds of questions can I pose to prompt their thinking if the level of frustration is high?
- What kinds of questions can I pose to encourage student-to-student conversation about their thinking, reasoning and learning?
- How can I facilitate student inquiry and student authoring of questions to guide their learning?

• **Summarize:** Students will come together to discuss or write about what they have learned throughout the lesson. They will share new ideas, important facts, and discoveries they have made throughout the discourse of the lesson.

- Here students will report out what discoveries were made during the explore phase of the lesson. They must include relevant information in a meaningful way.
- Teachers can assess student understanding and comprehension of the skills taught.
- Questions to consider when planning the Summarize
  - How can I assess that the students made sense of what was learned during the day?
  - How will these ideas be recorded?
  - Which ideas need to be made visible and displayed for future reference?
  - What needs to be emphasized or retaught?
  - What ideas need closure at this time?

Adapted by Planning a Lesson

# A Gradual Release of Responsibility



The Gadsden Independent School District Curriculum and Instruction department believes in the scaffold, “preparation” model of reading instruction. The gradual release of responsibility shows a balance between teacher guidance and student independency.

Teachers need to provide enough explicit instruction and resources to guarantee all students are successful. Students should be given different and multiple opportunities to develop concepts and skills through collaborative and independent practice.

*Adapted from the AISD Department of English Language Arts 2011*

Gradual Release of Responsibility		
	Teacher	Student
<p>I do it</p> <p>Direct Instruction</p>	<ul style="list-style-type: none"> <li>• Provides direct instruction</li> <li>• Established goals and purpose</li> <li>• Models</li> <li>• Think aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Actively listens</li> <li>• Takes notes</li> <li>• Asks for clarification</li> </ul>
<p>We do it</p> <p>Guided Instruction</p>	<ul style="list-style-type: none"> <li>• Interactive instruction</li> <li>• Works with students</li> <li>• Checks, prompts, clues</li> <li>• Provides additional modeling</li> <li>• Meets with needs-based groups</li> </ul>	<ul style="list-style-type: none"> <li>• Asks and responds to questions</li> <li>• Works with teachers</li> <li>• Completes process alongside others</li> </ul>
<p><b>You do it independently</b></p> <p>Independent Practice</p>	<ul style="list-style-type: none"> <li>• Provides feedback</li> <li>• Evaluates</li> <li>• Determines level of understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Works alone</li> <li>• Relies on notes, activities, classroom learning to complete assignment</li> <li>• Takes full responsibility</li> </ul>
<p><b>You do it together</b></p> <p>Collaborative Learning</p>	<ul style="list-style-type: none"> <li>• Moves among groups</li> <li>• Clarifies confusion</li> <li>• Provides support</li> </ul>	<ul style="list-style-type: none"> <li>• Works with classmates, shares outcome</li> <li>• Collaborates on authentic task</li> <li>• Consolidates on authentic task</li> <li>• Consolidates learning</li> <li>• Completes process in small group</li> <li>• Looks to peer for clarification</li> </ul>

# **Standardized Classroom**

A standardized classroom allows students to navigate the learning environment as they move between teachers. Creating a common elements provides an anchor in the classroom for learning objectives, academic vocabulary, essential questions, content area literacy resources and a routine for learning through instructional best practices.

## **Board Set Up:**

\*board layout must follow table below (visual is provided)

BOARD	ESSENTIAL QUESTION	OBJECTIVES/LEARNING TARGETS	DAILY VOCABULARY
	Question that the students are able to answer		
	DAILY AGENDA	CCSS	

## **Classroom Walls:**

- Word Wall: Tier Vocabulary (include image)
- Current Anchor Charts:
  - Student Created
  - Classroom Created
- Current Student Work: Quarterly
- Bulletin Boards: Boards must be academic
- Data
- College Career/ICAT Student Artifacts
- GMS News: Informational

## **Instructional Practices:**

- Current Weekly Lesson Plans by the Door
- Bell to Bell
- Attendance
- Bell Ringer
- Student Based Learning Environment
- Discourse and Questioning



- Formative Assessment
- Small Group
- Exit Ticket/Closure

### **Student Engagement**

- Student led discussion
- Inquiry based learning
- Student collaboration
- Conceptual problem solving applied to real world scenarios
- Perseverance in learning through a growth mindset

### **Vocabulary**

- Tier I, II and III Vocabulary
- Marzano's 6 Steps for Academic Vocabulary
- Burkes: The A-List: Essential Vocabulary List
- Analyzing vocabulary within context

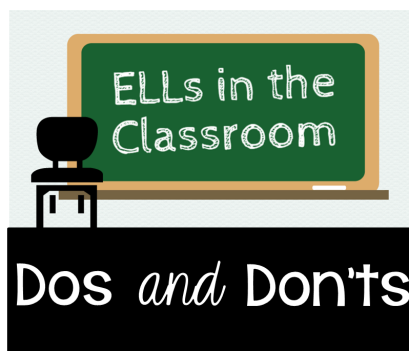
# **ELD Strategies in the Classroom**

ELD (English Language Development) is the term that is used to discuss an academic program that is utilized to assist students whose primary language is anything other than English. The goal of this program is to teach second-language learners to understand, speak, read, and write in English. It has become a key aspect of instruction in classrooms.

In order to assist students, various strategies are offered to assist them in the classroom. These strategies can vary depending on the need or situation.

## **ELLs in the Classroom**

How are you meeting the needs of the English Language Learners in your classroom?



There so many ways to assist your English Language Learners in your classroom. Let's focus on a few Dos and Don'ts that will help the most.

# ELLs in the Classroom


Do	Don't
Provide Visuals and Model	Give Only Oral Directions
Provide Wait Time	Speak Too Quickly
Value the Home Language	Show Prejudice
Allow Group Work	Expect Students to Always Work Alone

**Mainstream Classrooms**

It takes between 1-2 years for ELL students to acquire social language, but between 7-9 years to acquire academic language.

Take the focus away from what ELL students can't do and focus on what they can do instead.

**A BRIGHT IDEA**

FROM 

**FUN in Room 413**  
and Beyond

Did you know that it takes between 1-2 years for ELL students to acquire social language, but between 7-9 years to acquire academic language? For this reason, it is important to give all ELL students support in the mainstream classroom.

Even though an ELL student may carry on a conversation with you, he still may be struggling with academic language. But, there are many strategies that you can use to help your ELL students become successful.

First, build a classroom community that fosters kindness and acceptance. Foster a love of all languages and always value a student's diversity.

**Do** provide visual support to ELL students. Visual support comes in various forms. Have a print-rich environment. Label your classroom. Provide pictures with word walls. Model what you expect. Show, don't tell. Simply telling and talking will be too challenging for an English Language Learner.

**Do** provide plenty of wait time. Pay attention to how quickly you speak. Too often teachers are in a hurry to say everything they need to say to finish a lesson. Remember that less is sometimes more when it comes to speaking. Slow down and speak clearly.

**Do** value a student's home language. Take the time to get to know the cultural background of your ELL student. Ask him about his home language and cultural. If he knows that you value his background, he will be more likely to feel comfortable enough to participate more in your classroom.

**Do** promote activities that allow your ELL students to participate in group work. When English Language Learners are given a chance to work in groups, they can practice language with their peers in a more relaxed and lower-risk setting.

\*Adapted from <http://www.funinroom4b.com/2015/02/ells-in-classroom-bright-idea.html>

#BESTYEAREVER

## STRATEGIES to SUPPORT ENGLISH LANGUAGE LEARNERS

- Speak slower, not louder.
- Provide outlines, advanced organizer, or visual guides.
- Write down key terms on the board.
- Integrate games.
- Read written instructions. Repeat.
- Write key concept vocabulary on a Word Wall.
- Integrate listening centers.
- Model new skills.
- Extend test time.
- Don't rescue ELLs when they struggle to speak - smile, relax your feet, face, and hands, and wait (it's hard to be tense when those body parts are loose).
- Think-pair-share.
- Provide exemplars of successful projects.
- Let students use their home language in the classroom to solve work.
- Use pictures, sketches, and graphic organizers.
- Make videos of presentations for ELLs to replay if needed.
- Liberally use checks for understanding.
- Pair up ELLs with strong oral and written English skills.
- Share a picture glossary.
- Teach with cooperative learning.
- Provide opportunities for low-stakes writing.

edutopia

[edutopia.org/back-to-school](https://www.edutopia.org/back-to-school)

\*Adopted from

[https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley?crtf\\_pid=camp.ehSAEE83ydAk](https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley?crtf_pid=camp.ehSAEE83ydAk)

## **Sequencing within a lesson to support ELL students:**

### **1. Have a language objective.**

Before I took my nifty ESL classes, I had not been identifying the language objective for each lesson. There are content objectives and language objectives. Your content objective might be: I can compare and contrast life cycles of a mealworm and grasshopper.

Your language objective relates to listening, speaking, reading, and writing skills. The language objective for that life cycle lesson might be: I can write comparison statements comparing and contrasting the life cycles of a mealworm and grasshopper.

Basically, it's the same thing. You're just identifying *if and how* students are reading, listening, writing, or speaking. In this scenario, they are writing. What are they writing? Comparison statements.

### **2. Make a list of key vocabulary.**

This is something you probably already do or at least have in your head before beginning a lesson. We should be sure not to include more than 5 new academic vocabulary words in each lesson. We should provide *multiple* opportunities to work with and use those words on *multiple* days.

### **3. Use graphic organizers.**

Most teachers I know use a graphic organizer at least once a day. There's a good reason for that. Graphic organizers help our students visualize relationships between concepts, make sense of new material, and organize our thoughts.

### **4. Media, media, media.**

Photos, short video clips, and interactive web-based programs are accessible to students learning English. A teacher could say the following: "The level of tides change during the day. Sometimes the water is higher up on the beach; sometimes it's lower."

What do you think a student who is still learning English got out of that? Instead, the teacher could show a sped-up video clip of the tide rising and receding throughout the day on a beach. Then, students can discuss what they noticed and write and draw in their notebooks. They can act it out. All of these follow-up activities are based on a little video clip.

## **5. Provide hands-on experiences.**

Luckily, science is all about hands-on experiences! Students explore with magnets. They form hypotheses and test them out. Students create and observe ecosystems. They pour, classify, mix, observe, count, test, roll, measure, balance, and swing! Worried about the writing portion of experiments? Use sentence stems!

\*Adopted from

<http://thesciencepenguin.com/2015/02/supporting-ells-science-classroom-5-things-planning-lesson.html>

Other strategies may include:

1. **The interactive read-aloud-** the goal of this strategy is for the purpose of modeling fluency and comprehension skills. During the read aloud, the teacher stops frequently to allow for chunking of the text and to check on the ELL student's comprehension of the text.
2. **Think Pair Share-** Students are presented with a question or idea to ponder; when prompted, they turn to their partner to share what they have jotted down. This is done orally, not by reading their answers off of the paper
3. **Inside Outside Circle-** Students form two circles; one inside the other. They are presented with a question and they ask their partner the question and vice versa. Questions may be teacher or student generated (depending on the ELL level); students in outer circle will then rotate to find a new partner and repeat the step
4. **Framer Model-** Students are presented with new vocabulary; in order to familiarize themselves with the word(s), they will create a model to include: definition, characteristics, examples and nonexamples of the word

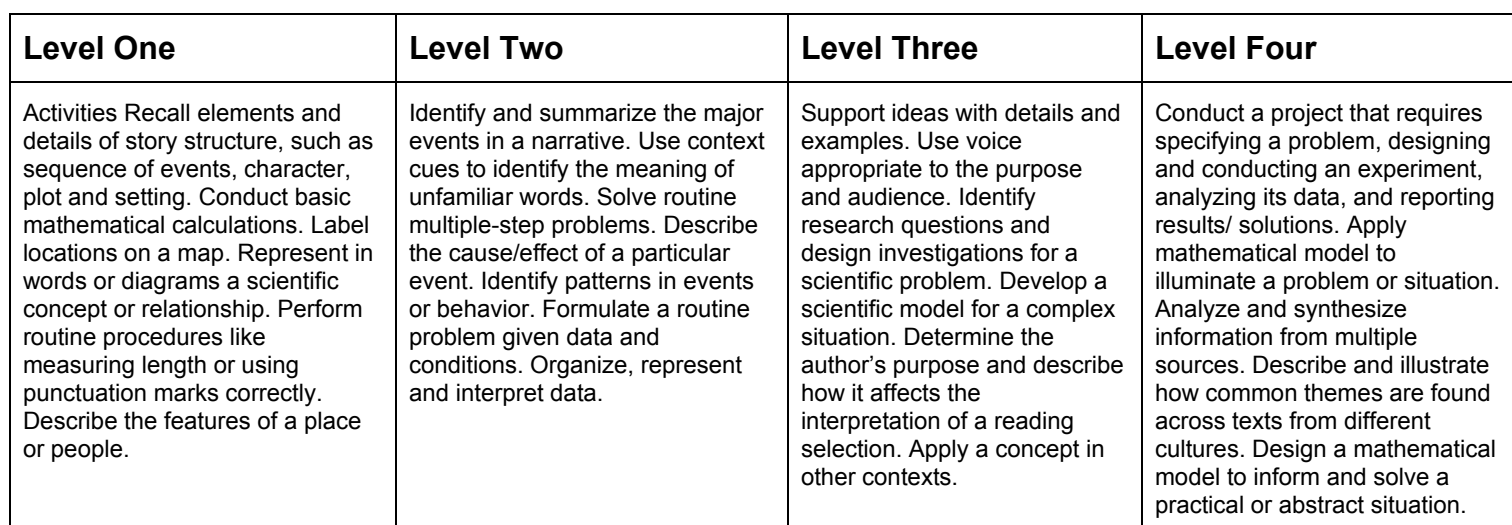
# Frayer Model

<b>Definition</b>	<b>Characteristics</b>
<b>Examples</b>	<b>Non-examples</b>



# Higher Order Questioning

Higher-order questions are those that the students cannot answer just by simple recollection or by reading the information “*verbatim*” from the text. Higher-order questions put advanced cognitive demand on students. They encourage students to think beyond literal questions. Higher-order questions promote critical thinking skills because these types of questions expect students to apply, analyze, synthesize, and evaluate information instead of simply recalling facts. For instance, *application questions* require students to transfer knowledge learned in one context to another; *analysis questions* expect students to break the whole into component parts such as analyze mood, setting, characters, express opinions, make inferences, and draw conclusions; *synthesis questions* have students use old ideas to create new ones using information from a variety of sources; and *evaluation questions* require students to make judgments, explain reasons for judgments, compare and contrast information, and develop reasoning using evidence from the text (Bogdanovich, 2018).



GISD LITERACY FRAMEWORK

## DOK Question Stems

### DOK 1

- Can you recall \_\_\_\_\_?
- When did \_\_\_\_\_ happen?
- Who was \_\_\_\_\_?
- How can you recognize \_\_\_\_\_?
- What is \_\_\_\_\_?
- How can you find the meaning of \_\_\_\_\_?
- Can you recall \_\_\_\_\_?
- Can you select \_\_\_\_\_?
- How would you write \_\_\_\_\_?
- What might you include on a list about \_\_\_\_\_?
- Who discovered \_\_\_\_\_?
- What is the formula for \_\_\_\_\_?
- Can you identify \_\_\_\_\_?
- How would you describe \_\_\_\_\_?

### DOK 2

- Can you explain how \_\_\_\_\_ affected \_\_\_\_\_?
- How would you apply what you learned to develop \_\_\_\_\_?
- How would you compare \_\_\_\_\_? Contrast \_\_\_\_\_?
- How would you classify \_\_\_\_\_?
- How are \_\_\_\_\_ alike? Different?
- How would you classify the type of \_\_\_\_\_?
- What can you say about \_\_\_\_\_?
- How would you summarize \_\_\_\_\_?
- How would you summarize \_\_\_\_\_?
- What steps are needed to edit \_\_\_\_\_?
- When would you use an outline to \_\_\_\_\_?
- How would you estimate \_\_\_\_\_?
- How could you organize \_\_\_\_\_?
- What would you use to classify \_\_\_\_\_?
- What do you notice about \_\_\_\_\_?

### DOK 3

- How is \_\_\_\_\_ related to \_\_\_\_\_?
- What conclusions can you draw \_\_\_\_\_?
- How would you adapt \_\_\_\_\_ to create a different \_\_\_\_\_?
- How would you test \_\_\_\_\_?
- Can you predict the outcome if \_\_\_\_\_?
- What is the best answer? Why?
- What conclusion can be drawn from these three texts?
- What is your interpretation of this text? Support your rationale.
- How would you describe the sequence of \_\_\_\_\_?
- What facts would you select to support \_\_\_\_\_?
- Can you elaborate on the reason \_\_\_\_\_?
- What would happen if \_\_\_\_\_?
- Can you formulate a theory for \_\_\_\_\_?
- How would you test \_\_\_\_\_?
- Can you elaborate on the reason \_\_\_\_\_?

### DOK 4

- Write a thesis, drawing conclusions from multiple sources.
- Design and conduct an experiment. Gather information to develop alternative explanations for the results of an experiment.
- Write a research paper on a topic.
- Apply information from one text to another text to develop a persuasive argument.
- What information can you gather to support your idea about \_\_\_\_\_?
- DOK 4 would most likely be the writing of a research paper or applying information from one text to another text to develop a persuasive argument.
- DOK 4 requires time for extended thinking.

From Depth of Knowledge – Descriptors, Examples and Question Stems for Increasing Depth of Knowledge in the Classroom Developed by Dr. Norman Webb and Flip Chart developed by Myra Collins

<p style="text-align: center;"><b>Depth of Knowledge –Level 3</b></p> <p>Students provide support for reasoning, apply complex and abstract thinking, and make decisions.</p>	<p style="text-align: center;"><b>Depth of Knowledge –Level 4</b></p> <p>Students make connections, relate ideas within the content or among content areas, and devise one approach among alternatives on how a situation can be solved.</p>
<p style="text-align: center;"><b>Engagement Prompts</b></p> <p>What makes _____ better than/superior to _____? Explain or connect ideas using supporting evidence to _____.</p> <p>Analyze/synthesize information within one data source or text. What is the recurring theme in _____?</p> <p>Provide supporting details. Support your rationale. Evaluate and provide rationale. Verify the reasonableness of _____.</p> <p>What is your interpretation of _____?</p> <p>Cite evidence and develop a logical argument for _____.</p> <p>How is _____ related to _____?</p> <p>How would you adapt _____ to _____?</p> <p>How would your test _____?</p> <p>What would happen if _____?</p>	<p style="text-align: center;"><b>Engagement Prompts</b></p> <p>Investigate and draw conclusions about how _____ impacts the world today.</p> <p>How would you adapt _____ to create _____ that would be applicable in the real world?</p> <p>Analyze and explain multiple perspectives/issues within or across time periods, events, or cultures. Analyze how similar themes or ideas are developed in multiple texts.</p> <p>Evaluate for real-world occurrence.</p> <p>Design _____ to improve _____.</p> <p>Justify your choice.</p> <p>Gather, organize, and interpret information from multiple sources.</p> <p>Write a research report.</p>
<p style="text-align: center;"><b>Strategic thinking DOK</b></p> <p>Level 3 requires higher cognitive demands than the previous levels. Students explain/justify thinking and provide supporting evidence for reasoning or conclusions drawn. Level 3 tasks typically require reasoning, complexity, developing a plan or sequence of steps, and have more than one possible response or solution.</p>	<p style="text-align: center;"><b>Extended thinking DOK</b></p> <p>Level 4 requires complex reasoning and time to research, plan, and problem solve, and think. Tasks involve investigation or application to the real world and include non-routine manipulations or connections with and across discipline, content areas, and multiple sources. Students select one approach among many alternatives. Tasks usually occur over an extended period of time.</p>

\*From Dept-of –knowledge Levels for Four Content Areas by Webb, N.

# Vocabulary

## THE A-LIST: Essential Academic Words (Student Version)

Created by Jim Burke

1	<b>Analyze</b> break down • deconstruct • examine	break something down methodically into its parts
2	<b>Argue</b> claim • persuade • propose	provide reasons or evidence to support or oppose
3	<b>Compare/Contrast</b> delineate • differentiate • distinguish	identify similarities or differences between items
4	<b>Describe</b> illustrate • report • represent	report what one observes or does
5	<b>Determine</b> establish • identify • resolve	consider all possible options, perspectives, results
6	<b>Develop</b> formulate • generate • elaborate	improve the quality or substance of
7	<b>Evaluate</b> assess • figure out • gauge	establish value, amount, importance, or effectiveness
8	<b>Explain</b> clarify • demonstrate • discuss	provide reasons for what happened or for one's actions
9	<b>Imagine</b> anticipate • hypothesize • predict	form a picture in one's mind; speculate or predict
10	<b>Integrate</b> combine • incorporate • synthesize	make whole by combining the different parts into one
11	<b>Interpret</b> conclude • infer • translate	draw from a text or data set some meaning or significance
12	<b>Organize</b> arrange • classify • form	arrange or put in order
13	<b>Summarize</b> outline • paraphrase • report	retell the essential details of what happened
14	<b>Support</b> cite • justify • maintain	offer evidence or data in order to illustrate your point
15	<b>Transform</b> alter • change • convert	change in form, function, or nature to reveal or emphasize

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## THE A-LIST: Essential Academic Words (Teacher Version)

Created by Jim Burke

<b>1</b>	<b>Analyze</b> break down • deconstruct • examine	break something down methodically into its parts to understand how it is made, what it is, how it works; look at something critically in order to grasp its essence
<b>2</b>	<b>Argue</b> claim • persuade • propose	provide reasons or evidence in order to support or oppose something; persuade another by reason or evidence; contend or maintain that something is true
<b>3</b>	<b>Compare/Contrast</b> delineate • differentiate • distinguish	identify similarities or differences between two or more items in order to understand how they are alike, equal, or analogous to each other
<b>4</b>	<b>Describe</b> illustrate • report • represent	report what one observes or does in order to capture and convey to others a process, impression, or a sequence of events in a narrative
<b>5</b>	<b>Determine</b> establish • identify • resolve	consider all possible options, perspectives, results, or answers in order to arrive at a decision; provide guidance by establishing what is most important or relevant
<b>6</b>	<b>Develop</b> formulate • generate • elaborate	improve the quality or substance of; extend or elaborate upon an idea in order to give it greater form; add more complexity or strength to an idea, position, or process
<b>7</b>	<b>Evaluate</b> assess • figure out • gauge	determine the value, amount, importance, or effectiveness of something in order to understand if it matters or means something
<b>8</b>	<b>Explain</b> clarify • demonstrate • discuss	provide reasons for what happened or for one's actions in order to clarify, justify, or define those events, actions, causes or effects
<b>9</b>	<b>Imagine</b> anticipate • hypothesize • predict	form a picture of in one's mind; speculate or predict what might happen under certain conditions; envision a range of possible outcomes, obstacles, or opportunities
<b>10</b>	<b>Integrate</b> combine • incorporate • synthesize	make whole by combining the different parts into one; join or make something part of a larger unit; synthesize many disparate parts into one form
<b>11</b>	<b>Interpret</b> conclude • infer • translate	draw from a text, data set, information or artwork some meaning or significance; make inferences or draw conclusions about what an act, text, or event means

<b>12</b>	<b>Organize</b> arrange • classify • form	arrange or put in order according to some guiding principle; impose coherence, order, structure, or function according to type, traits, or other quality
<b>13</b>	<b>Summarize</b> outline • paraphrase • report	retell the essential details of what happened, what someone did or said, in order to better understand and remember it; outline key details in accessible language
<b>14</b>	<b>Support</b> cite • justify • maintain	offer evidence, examples, details, or data in order to illustrate or bolster your claim or conclusion; cite those sources of information that justify your position
<b>15</b>	<b>Transform</b> alter • change • convert	change in form, function, or nature in order to reveal or emphasize something; convert data from one form into another; alter something through a process

# **Helping Students Discuss, Read** **and Write about texts**

Overview: Students at all levels struggle to find language that expresses their ideas and helps them achieve their rhetorical purpose. Sentence structures offer a useful means of getting students up and running with academic language through either sentence starters or sentence frames. Both approaches are useful for both writing about and discussing different types of texts.



Sentence Starters	Sentence Frames
<p><b>Making Predictions</b></p> <ul style="list-style-type: none"> <li>• I predict that...</li> <li>• If x happens, then...</li> <li>• Because x did y, I expect z.</li> </ul> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>• X reminds me of...</li> <li>• X is similar to y because...</li> <li>• X is important to y because...</li> </ul> <p><b>Making Inferences</b></p> <ul style="list-style-type: none"> <li>• X means...since x is...</li> <li>• Early on the author says...which suggests x is...</li> <li>• X causes y as a result of...which shows...</li> </ul> <p><b>Summarizing</b></p> <ul style="list-style-type: none"> <li>• The main idea is...</li> <li>• The author argues that...</li> <li>• In _____, (author's name) implies...</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• The author's point is/is not valid because...</li> <li>• The author does/does not do a good job of...</li> <li>• The most important aspect/event/idea is...</li> </ul> <p><b>Analyzing the Text</b></p> <ul style="list-style-type: none"> <li>• The author uses _____ to show/achieve...</li> <li>• The author assumes _____ which is/is not true...</li> <li>• The use of _____ strengthens/weakens the author's argument by Clarifying</li> <li>• What the author is saying is...</li> <li>• Given that x happened, the author is trying to show...</li> <li>• X is not _____ but is, instead, _____ since....</li> </ul> <p><b>Synthesizing</b></p> <ul style="list-style-type: none"> <li>• These elements/details, when considered together, suggest...</li> <li>• Initial impressions suggested x, but after learning _____ it is now clear that...</li> <li>• It is not a question of x but rather of y because....</li> </ul>	<p><b>Summarizing</b></p> <ul style="list-style-type: none"> <li>• Readers often assume that....</li> <li>• While many suggest x, others say y....</li> <li>• (Author's name) agrees/disagrees with x, pointing out...</li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• X claims...which I agree/disagree with because....</li> <li>• X's point assumes x, which I would argue means...</li> <li>• While I agree that_____, you could also say...</li> </ul> <p><b>Agreeing</b></p> <ul style="list-style-type: none"> <li>• Most will agree that...</li> <li>• I agree with those who suggest that...</li> <li>• X offers an effective explanation of why y happens, which is especially useful because most think that....</li> </ul> <p><b>Disagreeing</b></p> <ul style="list-style-type: none"> <li>• I would challenge X's point about y, arguing instead...</li> <li>• X claims y, but recent discoveries show this is...</li> <li>• While X suggests y, this cannot be true since...</li> </ul> <p><b>Taking the Third Path: Agreeing and Disagreeing</b></p> <ul style="list-style-type: none"> <li>• While I agree that..., I reject the larger argument that...since we now know...</li> <li>• I share X's belief that..., but question...due to...</li> <li>• Most concede x though few would agree that y is true...</li> </ul> <p><b>Arguing</b></p> <ul style="list-style-type: none"> <li>• Although x is increasing/decreasing, it is not y but z that is the cause...</li> <li>• While x is true, I would argue y because of z.</li> <li>• X was, in the past, the most important factor but y has changed, making it the real cause.</li> </ul> <p><b>Explaining Importance</b></p> <ul style="list-style-type: none"> <li>• Based on x, people assumed y, which made sense at the time, but now we realize z, which means....</li> <li>• This change questions our previous understanding of x, which means that now we must assume...</li> <li>• While this conclusion appears insignificant, it challenges our current understanding of x, which means that...</li> </ul>

# **SMART Goals**

<https://www.edutopia.org/blog/smart-goal-setting-with-students-maurice-elias>

<https://www.csd509j.net/wp-content/uploads/SMART-Goal-Examples-1.pdf>

## Eyes on Text

Accountable Independent Reading has five purposes:

- To engage and motivate students in learning things they care about
- To promote students' love of reading
- To build students' vocabulary: reading a lot exposes students to new words and ideas
- To build students' knowledge about the world (through both fiction and informational text)
- To build students' reading "stamina": their ability to read harder texts for longer periods of time

We encourage students to choose texts and topics that interest them. They also should choose books that are at a comfortable or challenging reading level.

# Close Reading

## Close Reading Overview

**CLOSE reading**- involves the reading of a text to uncover layers of meaning that lead to deep comprehension (Boyles, 2014). Within the strategy of CLOSE reading, the student reads and rereads the passage multiple times in order to get the gist of the text. At the same time, the student also undertakes other processes. These are exemplified in the Common Core Curriculum Standards-

The next five ELA anchor standards make this clearer:

2. Determine central ideas or themes of a text and analyze their development summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

**College readiness and close reading.** Since a key rationale for the Common Core Standards is college readiness, let's have a look at how

college professors define it. Here is what Penn State professor Sophia McClennen says at the start of her extremely [helpful resource](http://www.teachthought.com/literacy/what-close-reading-actually-means/) with tips on close reading:

<http://www.teachthought.com/literacy/what-close-reading-actually-means/>

“Reading closely” means developing a deep understanding and a precise interpretation of a literary passage that is based first and foremost on the words themselves. But a close reading does not stop there; rather, it embraces larger themes and ideas evoked and/or implied by the passage itself.

### **Characteristics of Close Reading:**

The practice of close reading has the following characteristics:

- It works with a short passage
- The focus is intense
- It should involve collaborative conversations about the text
- It involves rereading
- Annotation
- Text-Dependent questions

### **Reading Ritual to Build Independence:**

- First, read through lenses: Decide what you will be paying attention to while reading and collect those details.
- Next, use lenses to find patterns: Look across all of the details you have collected and find patterns.
- Finally, use a pattern lens to develop a new understanding of the text: Consider these patterns in light of what you have already learned from the text. Put these together to develop a new understanding of the text or a deeper, evidence-based interpretation.

### **Use Short Texts:**

Although we don't want to abandon longer texts, we should recognize that studying short texts is especially helpful if we want to enable students with a wide range of reading levels to practice closely reading demanding texts (Coleman & Pimentel, 2012).

The Common Core standards suggest several genres of short text, both literary and informational, that can work at the secondary level (See Appendix B in CCSS Text Exemplars).

### **Teach Students to Ask the Questions**

How can we ensure that students both reap the requisite knowledge from each text they read and acquire skills to pursue the meaning of other texts independently? Coach students to ask themselves four basic questions as they reflect on a specific portion of any text, even the shortest:

- What is the author *telling* me here?
- Are there any hard or important *words*?
- What does the author want me to *understand*?
- How does the author play with *language* to add to meaning?

### **Focus on Observing and Analyzing:**

First things first: See whether students have noticed the details of a passage and can recount those details in their own words.

If students can't paraphrase the basic content of a passage, how can they dig for its deeper meaning? The second basic question about hard or important words encourages students to zoom in on precise meaning.

When students are satisfied that they have a basic grasp of what the author is telling them, they're ready to move on to analyzing the fine points of content. If students begin their analysis by asking themselves the third question—What does the author want me to understand in this passage?—they'll be on their way to making appropriate inferences, determining what the author is trying to show without stating it directly. We might encourage students to ask themselves questions like these:

- Who is speaking in the passage?
- Who seems to be the main audience? (To whom is the narrator speaking?)
- What is the first thing that jumps out at me? Why?
- What's the next thing I notice? Are these two things connected? How? Do they seem to be saying *different* things?
- What seems important here? Why?
- What does the author mean by \_\_\_\_\_? What exact words lead me to this meaning?

- Is the author trying to convince me of something? What? How do I know?
- Is there something missing from this passage that I expected to find? Why might the author have left this out?
- Is there anything that could have been explained more thoroughly for greater clarity?
- Is there a message or main idea? What in the text led me to this conclusion?
- How does this sentence/passage fit into the text as a whole?

Students who learn to ask themselves such questions are reading with the discerning eye of a careful reader. We can also teach students to read carefully with the eye of a writer, which means helping them analyze craft. Adapted from *Falling in love with Close Reading* by Christopher Lehman and Kate Roberts; *Text-Dependent Questions: Pathways to Close and Critical Reading* by Douglas Fisher and Nancy Frey; and “A Close Look at Close Reading: Scaffolding Students with Complex Text” by Beth Burke found at [http://nieonline.com/tbtimes/downloads/CCSS\\_reading.pdf](http://nieonline.com/tbtimes/downloads/CCSS_reading.pdf)

Craft Technique	Possible Questions
Imagery, Comparisons: Similes Metaphors Personification Figurative language Symbols	What is being compared? Why is the comparison effective? (typically because of the clear, strong, or unusual connection between the two) What symbols are present? Why did the author choose these symbols?
Word choice	What word(s) stand out? Why? (typically vivid words, unusual choices, or a contrast to what a reader expects) How do particular words get us to look at characters or events in a particular way? Do they evoke an emotion? Did the author use nonstandard English or words in another language? Why? What is the effect?

	Are there any words that could have more than one meaning? Why might the author have played with language in this way?
Tone and voice	What <i>one</i> word describes the tone? Is the voice formal or informal? If it seems informal, how did the author make it that way? If it's formal, what makes it formal? Does the voice seem appropriate for the content?
Sentence structure	What stands out about the way this sentence is written?
Short sentence	Why did the author choose a short sentence here? (for example, so it stands out from sentences around it, for emphasis)
Long sentences	
Sentence fragments	Why did the author make this sentence really long? (for example, to convey the "on and on" sense of the experience.)
Sentences in which word order is important	Why did the author write a fragment here? (for example, for emphasis or to show a character's thoughts)
Questions	Based on the order of the words in this sentence, which word do you think is the most important? Why? What was the author trying to show by placing a particular word in a certain place?

FIGURE 1. Craft Techniques and Related Questions for Close Reading

### Phases of Close Reading:

#### Phase 1: Previewing the text and having expectations

- Previewing the text, setting expectations and purpose for reading
- Confirming genre after text is read
- vocabulary

As student learn to think critically about the text they read it is important to model your thinking, for example:

*“H-m-m ... I’m thinking this is a nonfiction article because I see a subtitle in bold, paragraphs, has headings for different parts of the article facts, tells who wrote it, charts on the side, lists website.”*

“What are you thinking? **Turn and talk** with your partner.”

**Listen in**

“Readers \_\_\_\_\_ and \_\_\_\_\_ pointed out that \_\_\_\_\_ and \_\_\_\_\_ clued them in as well.” “So we are identifying this as a non-fiction \_\_\_\_\_. (Feature article, Op-Ped, editorial “We have previewed the article: now let’s think about our expectations for the article.”

“\_\_\_\_\_ what are your expectations for this article?”

“\_\_\_\_\_ How about you?”

“**Turn and talk** to your partner about your expectations for the article?”

**Listen in**

“So we all have expectations for the text. Some of our expectations are the same.”

Share a few expectations. “So, let’s put a frame around our reading. We are reading to confirm\_\_\_\_\_.”

“Let’s look at some vocabulary that might be new to you.”

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

(Work with these words all week, point out not icings (i.e. Prefixes, suffixes, synonyms,)

Write on a **chart**

Read the text...

“Readers what did you already know and what information was new? “**Turn and talk** to your partner.”

**Listen in**

“So some of our thinking was confirmed and some of thinking has changed. Next we will be working on locating ourselves in the article by having questions about.”

## **Phase 2: Locating oneself in the text by asking questions**

- What do I already know about the topic? Connections



- What might be new information for me?
- These questions help me understand the text.
- What is this mostly about?
- What is important vs. what is interesting

“Yesterday we previewed the article and set up expectations for it. We knew it was an informational article by the text features and expected we would know some information in the article and learn some new information. Today, we are going to locate ourselves by asking questions before, during and even after we read. So before I read, I wonder\_\_\_\_\_? What questions do you have about the article? **Turn and talk**”

“Hum-m-m I am hearing \_\_\_\_\_ask\_\_\_\_\_: and \_\_\_\_\_wonder\_\_\_\_\_. “I’ thinking three of us has similar questions. Let’s **chart those questions** and read with those questions in mind.”

“Wait a minute it says here, “\_\_\_\_\_.” “How does that help us answer our questions? “I am thinking\_\_\_\_\_.”  
 “What are you thinking?”

**Turn and talk**

“Our question is really helping us understand the article better. But this is only one example. So, let’s keep reading. “

“Now what questions do you have reading? **Turn and talk**” (add to **chart**)

“It is important to have questions after you’ve read the text. Sometimes the answers to our questions are not discovered while we read so that means we have to do more thinking and maybe more reading to find an answer with which we’re satisfied.”

“Next we are going to visualize to help us better understand.”

### **Phase 3: Envisioning**

- Movie in your mind
- Reading and “filing” information
- Creating graphic organizers you can see in your mind.
- Sketching

- (graphs, invisible ideas like evaporation, abstract concepts like government, diagrams like water cycle, metaphors, comparisons, content words, figurative language)

“So, now, we are going to further make meaning of this text by visualizing\_\_making a picture in our minds. Let’s look at this chunk of text. (Point to \_\_\_\_\_) As I am reading I am going to picture \_\_\_\_\_ in my mind and you do the same. What do you see?”

Turn and talk

Do a quick sketch of what you see. I will sketch while you sketch. Let’s share.

“So when you slow down and visualize the picture in your mind can be so powerful. It will help you understand the article more deeply.”

“Next we will practice inferring the Big Idea.”

#### Phase 4: Inferring the Big Idea

- Thinking about the big idea in the article
- Identifying the author's perspective
- Thinking about the moral of the story
- Detecting the author’s tone and slant

“The past few days we have been unpacking the article. We oriented ourselves to the article and confirmed our expectations about it. We ask ourselves questions before, during and even after we read in order to deepen our understanding of the text. Yesterday, we envisioned by visualizing and sketching a \_\_\_\_\_to further understand the content. We learned many facts from this article but today we are going to work on making inferences- Thinking about the Big Ideas that goes beyond the article. “

“So, when I read this part I am thinking \_\_\_\_\_ I am inferring, \_\_\_\_\_.”

“I am going to read the article. This will be our fourth reading of it; we know it pretty well by now. As I read I want you to be thinking of the Big Ideas\_\_What Big Ideas does the author want us to learn?”

“Turn and talk to your partner about the Big Ideas.”

Share the clearest

“Next we will synthesize this text putting everything together from the past week, in preparation for our conversations.”

#### Phase 5: Synthesizing

- What do I now know about this topic?
- Where is the evidence to support my thinking?
- How has my thinking changed?
- Stating what the article is mostly about.
- How have these ideas about the text as a whole prepared me for accountable talk?

“When good readers read they are constantly stopping and think. How has my thinking changed based on what I read? This helps them synthesize the article, or put it all together. We are going to reread stopping to think. How has our thinking changed as we prepare for our conversation? So this part here says\_\_\_\_\_. Now I am thinking, \_\_\_\_\_. Stopping and thinking has helped me to understand the text. I am going to keep reading and I will stop after each chunk\_\_paragraph. **Turn and talk** to your partner: Did your thinking change? What do you think now?”

“ So, now that we have finished reading and synthesizing the article we are ready for accountable talk about the article.”

“ Who would like to start our conversation? You can think about starting with how your thinking has changed as you read this article or\_\_\_\_\_.”

Distribute copies of this week’s article to refer back to as needed.

Adapted from Daunis, S. and Imas, M. C. from *Text Savvy: Using a Shared Reading Framework to Build Comprehension*

## **Marking the Text (MTT)**

Marking the Text- marking the text is a reading strategy designed specifically to assist students in determining the purpose for reading; it involves various steps, depending on various learning/teaching styles. This strategy is modifiable depending on the teacher's needs/expectations. The following is one example:

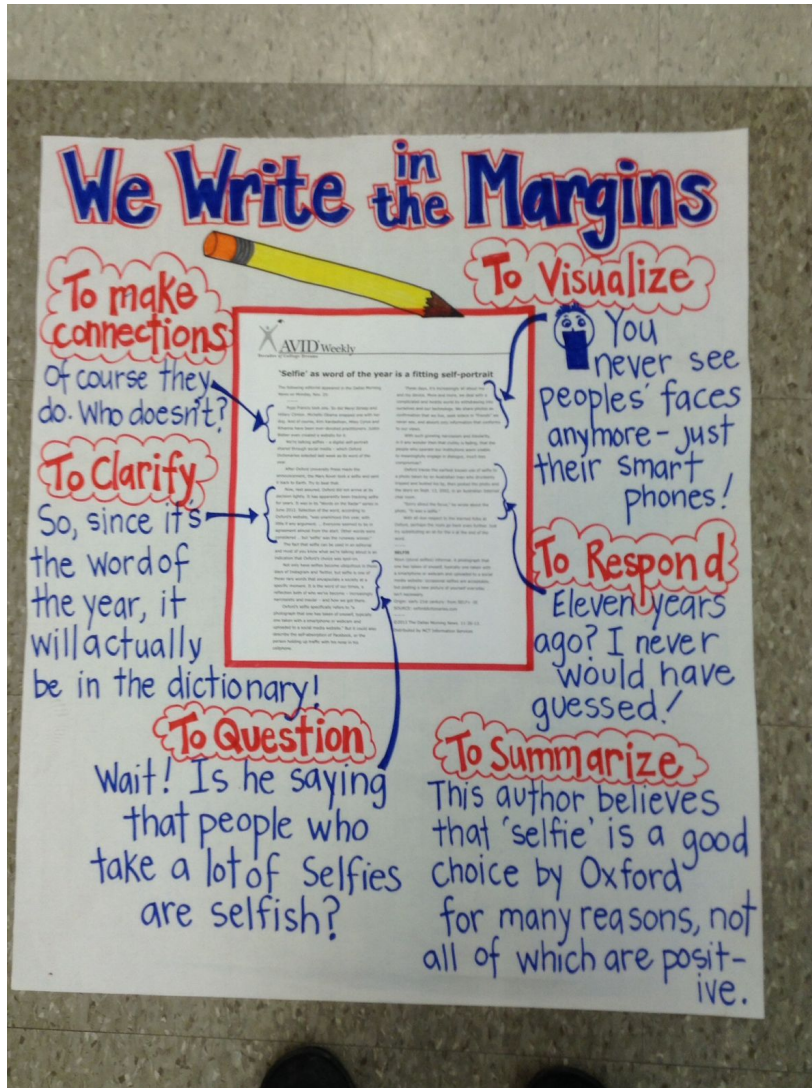
1. **Number** each paragraph of the text.
2. **Highlight** the title of the passage. **Highlight** the first 3 sentences and last 3 sentences of the text.
3. Write the word **connection** at the top left-hand side of your paper, so that you can make a connection between the introduction and the conclusion of the text.
4. Now you are to **READ** the text. Determine the **author's purpose** and write it on the top right-hand of your paper.
  - a. Expository (\*To Inform, Explain)
  - b. Persuasive (\* To Persuade, Convince)
  - c. Narrative (\*To Entertain)
  - d. Technical (\*To Instruct, to Tell How)
5. Bottom of the paper label **GENRE** and **Point of View**
6. As you **REREAD** the text, **take notes** in the margins of your paper. Write the main idea for each paragraph.
7. **Answer** the questions on the back of the paper or on a second sheet of paper. Justify your answers by citing the evidence from the text.
  - a. Circle key words in the question.

- b. Justify your answers by citing the evidence from the text.
8. If the text or passage is **nonfiction**, be sure to note the following:
- a. Circle facts (dates, numbers, names)
  - b. Look at graphs, timelines, graphic organizers, photos

[http://www.avidweekly.org/publicassets/pdf/elementary\\_teacher\\_resource\\_new/1\\_critical\\_reading\\_strategies/1\\_Marking\\_the\\_Text.pdf](http://www.avidweekly.org/publicassets/pdf/elementary_teacher_resource_new/1_critical_reading_strategies/1_Marking_the_Text.pdf)

Writing and drawing in the margins is a strategy that identifies six common ways highly proficient readers think about the texts they read. As the student reads, he/she writes comments or makes notes on the sides/margins of the text. They can ask questions, draw pictures, write personal responses, or make connections to something it reminds them of. This strategy almost forces the student to slow down while reading so they can become actively engaged in their reading.

[http://mrmcguffee.weebly.com/uploads/1/3/7/7/13776808/my\\_writing\\_in\\_the\\_margins\\_strategy\\_description.pdf](http://mrmcguffee.weebly.com/uploads/1/3/7/7/13776808/my_writing_in_the_margins_strategy_description.pdf)



<https://i.pinimg.com/originals/60/4c/9e/604c9e1632b07b1c60c7b2144e9c614b.jpg>

## Transitioning from Reading to Writing

**CEE Strategy to writing from marking the text**

**C-Claim:** Students generate a claim statement centering around the author's purpose

**E- Evidence:** Student provide evidence from the text to support their claim. Evidence in the text is marking using the Marking the Text strategies.

**E- Explanation:** Students explain how the evidence from the text supports their claim statement. *In science courses, students explain their reasoning (CER)*

**Basic CEE Template**

Claim – Evidence - Explain

Claim (This is your A+B+C claim sentence):

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Evidence (be sure to build it into the sentence):

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Explain (So what? How does this evidence prove the claim?) 2-3 sentences:

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---

Conclusions/Implications:

---

---

---

---

**Writing a Claim...It's as easy as**

**ABC**

A	B	C
---	---	---



<u>Identify the Text</u>	<u>Choose a Strong Verb</u>	<u>Add a Big Finish</u>
Complete title	describes	The main idea?
Include type of text: article, poem, novel, etc.	explains	The big idea?
Author	identifies	The theme?
	presents	The moral?
	suggests	The message?
	teaches	
	recommends	
Put the parts together to create your claim statement!		
<hr/>		
<hr/>		

## Cornell Notes

Cornell Notes

<https://shp.utmb.edu/asa/Forms/cornell%20note%20taking%20system.pdf>

There are a variety of note taking styles. No single method suits all students.

However, many successful students and business people have found that the Cornell note taking system is very effective for lectures or reading that is organized around clearly defined topics, subtopics, and supporting details.

The Cornell System is both a note taking and a study system. There are six steps

to it.

Step One: **Record**

- 1) **Prepare your notepaper** by creating a two-column table. The left hand column should take up about 1/3 of your writing space, leaving the remaining 2/3 for recording information. Use only one side of each sheet of notepaper.
- 2) **Summarize and paraphrase** (restate in your own words) the facts and ideas presented. Record definitions as stated or written.
- 3) **Indicate changes in topic** with headings or by leaving a space between topics
- 4) **Number, indent, or bullet** key ideas presented with each topic.
- 5) Aim for **telegraphic (brief) sentences, abbreviations, and symbols**. This will increase your note taking speed.
- 6) **Write legibly** so your notes make sense to you later.
- 7) **Edit** as soon as possible.

Step two: **Question**

Formulate **test questions** based on the information recorded in notes and write them in the **recall clues** column on the left-hand side of notes.

Questions

should focus on specific definitions and “big ideas”.

Step three: **Recite**

- 1) Recitation means explaining the information in the notes out loud, in your own words. The information should be triggered by the test questions in the recall clues column.
- 2) Purposes of recitation:
  - a. **Improves learning**: Psychologists who study how the memory works say that reciting aloud is a powerful technique for anchoring information in the long-term memory.
  - b. **Ensures understanding**: Reciting requires you to think about and understand the information you are committing to memory.
  - c. **Facilitates retrieval**: Understanding information improves your

ability to retrieve it from your memory. Studies show that students who recite tend to do better on tests than students who just read their notes silently to themselves.

3) **Step in recitation:**

- a. **Cover up** the notes in the “record” column or fold notes back along line separating the “clues” from the “record” column.
- b. **Use recall clues** to stimulate your memory and recite the relevant information.
- c. **Check your answers.** This gives you immediate feedback on how well you have learned and are able to retrieve the information. If you have difficulty recalling the information or if your answers are incorrect, learn and recite over again.

Step Four: **Reflect**

- 1) Reflection has to do with thinking about the information you are learning.
- 2) One way to reflect is to look for connections with your own experiences and observations and with other facts and ideas discussed in class.
- 3) Another way to reflect is to ask questions like: How do the main ideas fit together into a “bigger picture”? How do these ideas fit in with what I have already learned? What do I agree with? What do I disagree with? Which ideas are clear? Which are confusing? What new questions do I have?

Step Five: **Recapitulate** (summarize)

- 1) Write a summary of the main ideas using your own words. This is the best test of how well you understand the information.
- 2) Use a section at the bottom of each sheet of notes to write your summary or write a summary of all the notes on the last page of your note sheets.

Step Six: **Review**

- 1) A good guideline is to review nightly or several times during the week by reciting, not rereading.
- 2) Frequent, brief review sessions aid more complete comprehension of the material than cramming the night before a quiz/test.

## Reasons for Developing Effective Note Taking Techniques:

### **1. Prevents forgetting:**

Our memory fades quickly. For most students, forgetting occurs very rapidly after listening to a lecture, or reading over informational material even if the material is engaging and interesting. After lectures, for example, research shows that we forget 50% of what we hear within an hour and more than 70% within two days.

### **2. Encourages concentration:**

Taking effective notes requires a student to be mentally active during a lecture or while reading. One has to pay attention, interact with information, make decisions about what to record, and write. Given that the mind is occupied with a demanding task, there is less opportunity for the mind to wander.

### **3. Records testable material:**

Instructors generally expect students to remember and apply facts and ideas presented in lecture or in texts. Tests are based on key ideas teachers emphasize in their lectures and/or written material that supports key concepts or themes. In other words, the testable material.

### **4. Provides students with a study tool:**

Students can Review and Revise their notes, generate questions on the material, and use as a tool for studying the information either individually in or collaboration with peers.

Recall Clues	Record
--------------	--------

<p>Write recall questions here.</p>	<ul style="list-style-type: none"><li>● Record notes here</li><li>● Remember to focus on testable information<ul style="list-style-type: none"><li>○ “big ideas”</li><li>○ definitions</li><li>○ supporting details</li></ul></li><li>● Bullet each piece of new information and skip lines to visually organize notes</li></ul>
<p><b>Summary:</b></p> <p>Write a summary of notes recorded on each page in this section of your notes...</p> <p>Or, create this section on the last page of your notes only, and summarize all information there.</p>	

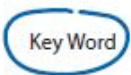


# Example of the Cornell Notetaking System

<p>How do psychologists account for remembering?</p> <p>What's a "memory trace"?</p> <p>What are the three memory systems?</p> <p>How long does sensory memory retain information?</p> <p>How is information transferred to STM?</p> <p>What are the retention times of STM?</p> <p>What's the capacity of the STM?</p> <p>How is information in STM?</p> <p>What are the retention times of LTM?</p> <p>What are the six ways to transfer information from STM to LTM?</p>	<p>Psych.105-Prof. Martin - Sept. 14 (Mon.)</p> <p><u>MEMORY</u></p> <p>Memory tricky - Can recall instantly many trivial things of childhood; yet, forget things recently worked hard to learn &amp; retain.</p> <p>Memory Trace</p> <ul style="list-style-type: none"> <li>- Fact that we retain information means that some change was made in the brain.</li> <li>- Change called "memory trace."</li> <li>- "Trace" probably a molecular arrangement similar to molecular changes in a magnetic recording tape.</li> </ul> <p>Three memory systems: sensory, short-term, long-term.</p> <ul style="list-style-type: none"> <li>- <u>Sensory</u> (lasts one second)</li> <li>Ex. Words or numbers sent to brain by sight (visual image) start to disintegrate within a few tenths of a second &amp; gone in one full second, unless quickly transferred to S-T memory by verbal repetition.</li> <li>- <u>Short-term memory (STM)</u> (lasts 30 seconds) <ul style="list-style-type: none"> <li>• Experiments show: a syllable of 3 letters remembered 50% of the time after 3 seconds. Totally forgotten end of 30 seconds.</li> <li>• S-T memory - limited capacity - holds average of 7 items.</li> <li>• More than 7 items -- jellisons some to make room.</li> <li>• To hold items in STM, must rehearse -- must hear <u>sound</u> of words internally or externally.</li> </ul> </li> <li>- <u>Long-Term memory (LTM)</u> (lasts a lifetime or short time). <ul style="list-style-type: none"> <li>• Transfer fact or idea by: <ol style="list-style-type: none"> <li>(1) <u>Associating</u> w/information already in LTM</li> <li>(2) <u>Organizing</u> information into meaningful units</li> <li>(3) <u>Understanding</u> by comparing &amp; making relationships.</li> <li>(4) <u>Frameworking</u> - fit pieces in like in a jigsaw puzzle.</li> <li>(5) <u>Reorganizing</u> - combing new &amp; old into a new unit.</li> <li>(6) <u>Rehearsing</u> - aloud to keep memory trace strong</li> </ol> </li> </ul> </li> </ul>
<p>Three kinds of memory systems are sensory, which retains information for about one second; short-term, which retains for a maximum of thirty seconds; and long-term, which varies from a lifetime of retention to a relatively short time.</p> <p>The six ways (activities) to transfer information to the long-term memory are: associating, organizing, understanding, frameworking, reorganizing and rehearsing.</p>	

# Reviewing and Revision Notes (From AVID: The Write Path)

## Cornell Note-Taking Revision Checklist

**Directions:** Review and revise notes taken in the right column using the suggestions below. Check off each revision strategy as you use it.

Completed	Symbol	Revision
<input type="checkbox"/>	1, 2, 3... A, B, C...	1. Number the notes each time a new concept or main idea is introduced. Use bullets to show details or sub-points of a main idea.
<input type="checkbox"/>	 Key Word	2. Circle vocabulary/key terms in pencil.
<input type="checkbox"/>	 Main Idea	3. Underline main ideas in pencil.
<input type="checkbox"/>	1879 born ^ & lived...	4. Fill in gaps of missing information and/or reword or paraphrase in red pen.
<input type="checkbox"/>	 Unimportant	5. Delete/cross out unimportant information by drawing a line through it with a red pen.
<input type="checkbox"/>	?	6. Identify points of confusion to clarify by asking a partner or teacher.
<input type="checkbox"/>	*	7. Identify information to be used on a test, essay, for discussion, etc.
<input type="checkbox"/>	Visual/Symbol	8. Create a visual/symbol to represent important information to be remembered.

## Assessment Analysis Process

Data analysis can provide a snapshot of what students know, what they should know, and what can be done to meet their academic needs. With appropriate analysis and interpretation of data, educators can make informed decisions that positively affect student outcomes.

<http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>

### GISD Assessment Analysis

Date:		Unit/Domain:
<b>Deep Analysis of Results</b>		
1) <b><u>Map Out The Week</u></b>	<p><b>MAKE A HYPOTHESIS:</b></p> <p><b>Look at Specific Questions:</b></p> <p>Multiple choice question: did students all choose same wrong answer? Why or why not?</p> <p>Open-ended questions: is there a pattern in the written response of the students?</p> <p>What misunderstandings are revealed: what were students doing wrong here?</p> <p>What are all the steps students needed to be able to do to answer this question correctly?</p> <p>Where did student mastery break down within those steps?</p> <p><b>Look Within Standards:</b> On questions that measured the same standard: were students better on some questions than on others?</p>	






	<p>If so, why? What are the differences in difficulty between those questions?</p> <p><b>Compare <u>Similar</u> Standards:</b> Do the results on one standard influence the other?</p> <p><b>TEST YOUR HYPOTHESIS:</b></p> <p>Review student work—do their errors match your hypothesis of why they are struggling?</p> <p>Ask students how they solved a problem; do their errors match your hypothesis?</p>	
<b>Action Plan</b>		
2) <u>Set Core Content</u>	<p><b>DETERMINE THE WORK FOR WHOLE GROUPS &amp; SUBGROUPS:</b></p> <p>What standards to teach in whole group, small groups, or individual support</p> <p><b>MAKE EXPLICIT ACTION STEPS FOR EACH STANDARD:</b></p> <p><b><u>Explicit Instruction:</u></b> What would I have to teach to overcome these misunderstandings? How will that teaching be different than the last time?</p>	

	<p><b><u>Assignments/Activities:</u></b> What activities/assignments will students need to practice this new skill to the point of mastery?</p> <p><b><u>Assessment/Check for Understanding:</u></b> Where will I build in assessment/checking for understanding during the lesson itself?</p>	
<b>Focus on Struggling Students</b>		
3) <b><u>Dive Into Key Lessons</u></b>	<p><b><u>REPEAT THE PROCESS FOR STRUGGLING, SPED &amp; ELL STUDENTS:</u></b></p> <p>Analysis: Sort data by students' scores—are there questions that only these students are getting wrong?</p> <p>What are all the steps the students need to take to answer these questions correctly?</p> <p>Which of these steps need to be made more explicit to the students?</p> <p><b><u>Action Planning:</u></b></p> <p>What sort of practice do the students need to master this standard—heavy repetition of computational skills?</p> <p>Following a multi-step protocol? What are the standards that will be reviewed/retaught for the whole class?</p>	

	<p>Are the struggling students' misunderstandings different than the rest of the students on these standards?</p> <p>What additional support/steps will the struggling students need when these standards are being reviewed?</p>	
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# What does the data say?



<b>Name of Data Set</b> <i>(Name of Test/Assignment/Assessment)</i>	
<b>What is the big picture of the data?</b>	
<b>What does the data indicate about specific skills?</b>	
<b>How do the skills connect to the standards?</b> <i>(What standard?)</i> 	
<b>Reflection:</b> <i>How was this skill taught?</i> <i>When was it taught?</i>	
<b>Action:</b> <i>What new instruction will be used to teach this skill? What will this look like in the classroom? When will it be taught?</i>  <b>Learning Goals</b>	
<b>Progress Check:</b> <i>How will student skill development/ mastery be assessed?</i> <i>When will the assessment take place?</i> 	

## **Additional Resources:**

Using Data to Guide Instruction and Improve Student Learning. (n.d.).

<http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>

From Depth of Knowledge – Descriptors, Examples and Question Stems for Increasing Depth of Knowledge in the Classroom Developed by Dr. Norman Webb and Flip Chart developed by Myra Collins

<http://www.funinroom4b.com/2015/02/ells-in-classroom-bright-idea.html>

From the Tulare County Office Education, a great resource providing direct links the CCSS in conjunction with planning templates and questions stems applicable to each standard.

<http://commoncore.tcoe.org>