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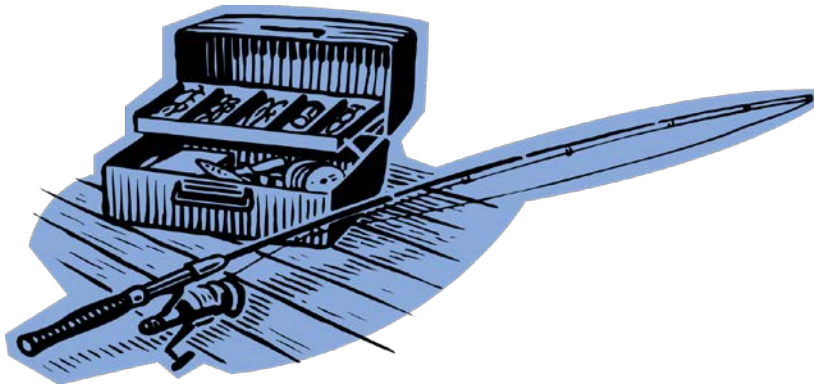Augustana College, Rock Island Illinois

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Educ-411/412

Tackle

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Fall 2022

Preface

In EDUC411/412 this term, we have studied theory and best practices related to literacy in all content areas. You learned how to design effective instruction strategies to address specific student literacy needs and enhance student reading comprehension and learning. You offered presentations on specific literacy strategies for making reading purposeful and meaningful to all students. Now that the semester is done, I hope you feel confident that you have myriad strategies, handouts, and resources to address any of your own classroom literacy challenges. I hope you are convinced that you know how to TEACH literacy skills in your content area in ways that are:

Transparent
Explicit
Authentic
Connected to prior knowledge and skill, and reflect an understanding of
How people read effectively.

This Tackle Box strategy book was researched and written by you and your classmates. Like a tackle box, it is full of lures, hooks and bait to help you reel in your students, as they work with any text in your classroom. There are many strategies because different schools of fish require different lures or bait. Some days you will need to recast your line multiple times or move your boat closer to the ri***verb***ank to fish in different water. I hope you will find this tackle box of strategies useful gear for your teaching adventure.

Katie Hanson
EDUC411, EDUC412
Fall 2022

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So what is the Annotating the Text Strategy?

"Annotating the Text" is a strategy that involves marking up and commenting on parts of a text (i.e. highlighting important words and phrases, underlining central ideas, or writing thoughts and feelings towards the text), or involves students making mental notes and comments on aspects of the text. A student can choose to annotate a text to their own liking. No one way to annotate a text. Annotating the text turns students into active readers by compelling them to stay engaged by marking up and commenting on important parts of the text which allows for greater reading retention.

How do we use it?

There are two types of annotations, mental and marginal. Mental annotating is when students are tasked with making mental notes and comments pertaining to the text they are reading. Examples of mental annotations could look like this: "Oh! I had never thought of that idea in that way." "I wish the author explained more in this sentence because I feel confused." "That reminds me of the time I went skating!" Making mental annotations allows for better concentration and can often lead to students forming personal attachments with the text. The other type of annotation is marginal in which students physically markup the text and write down comments on the text itself. Students will use tactics such as highlighting key terms or phrases that jump out to them as being important. Some students will, or may be instructed, to write reactions and comments on particular pieces of the text.

Why do we do it?

Teachers should use the "Annotating the Text" strategy because the literacy strategy will help students pay closer attention to the text which will help them read more effectively. Annotating the text compels students to read for a purpose and annotating the text with this purpose in mind is essential for students to train their attention on specific details of texts. Annotating also allows students to actively reflect on their own experiences and prior knowledge in the hopes of connecting with the text and what the author may be trying to say.

When do we do it?

Annotating the text is most useful during a reading. During a reading, if students are struggling to fully comprehend parts of a text, then they can use annotations to help them make sense of the text as they read. Annotating during a reading also helps students to pay closer attention as they read, which will ultimately help with their comprehension.

Variations?

A possible variation of the *Collaborative Annotation* strategy I use above, would be to use a strategy called *Coding the text*. This variation would see the teacher give out a set of coded symbols for students to use throughout the text as they read. An example of this would be if a teacher was teaching the students parts of an argument, the students might identify each component of the argument through the use of coded symbols or letters. This variation is best used when there is a specific set of skills or ideas being taught.

Source: Burke Pages 213-215

Annotating the Text:

Collaborative Annotation

Directions: Read the following text, the Gettysburg Address, and annotate the text as you read. When annotating, look for key ideas, phrases, or images that stick out to you. Also keep in mind what Lincoln was trying to convey to his audience with this speech.

Gettysburg Address:

"Fourscore and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate-we can not consecrate-we can not hallow-this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us-that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion-that we here highly resolve that these dead shall not have died in vain-that this nation, under God, shall have a new birth of freedom-and that government of the people, by the people, for the people shall not perish from the earth."

Directions Continued: After reading and annotating the Gettysburg Address, exchange your paper with someone else sitting at your table. Once you have passed your annotated copy to one of your classmates, briefly skim through the text and add your own remarks to your partner's annotations. (i.e. anything your partner might have missed, or something that your partner commented on that inspired a response from you). Once this process is completed, I will have students present some of their findings to the class!

Annotating the Text

Jared Slusher

Roy, Nirmal et al. "Note the Highlight: Incorporating Active Reading Tools in a Search as Learning Environment." *Proceedings of the 2021 Conference on Human Information Interaction and Retrieval* (2021): n. Pag.

What: Annotating the text is a strategy that is basically note-taking or highlighting a passage, piece of text, speech, etc. Annotating the text can also be used in written responses, like having students write in a journal after reading or keeping a reading log in class. All of this ties into the importance of annotating the text. These annotations need to address a certain or specific skill/content area. When having your students annotate a text, it should be very clear why they are doing this and what it will help them accomplish. Annotating a hard passage of reading can aid in students breaking the ideas into chunks that are easier to understand. This strategy also allows for a lot of collaboration amongst students, which ultimately allows for deeper learning.

How: Burke discusses that annotating can happen in several types of ways. The two they suggest are mental and marginal. For both strategies, it is important to realize the times when students cannot physically write in the text (if they are using a textbook or an online article), which is when it would be important to bring in the use of a journal or reading log. Students should have a clear purpose in their annotations. If you send them off with a difficult passage but no end result in their minds, most students will end up highlighting the majority of the writing, which makes annotating ineffective. There should be specific things that you, the teacher, should have them keep an eye out for. Along with that, assigning different ways or symbols to use will help students navigate annotating effectively.

Why: Annotating the text helps turn your students into active readers. They are constantly engaging with the text in different ways. By teaching our students how to annotate effectively, we are giving them the opportunity to greatly expand their understand and knowledge of a text. When annotations are used for difficult readings, like a historical piece, you can acknowledge that it is difficult while still giving your students a way for them to better understand it. They will be able to chunk the text into smaller parts that will make it easier to understand than before. This is also not just for one subject area. It is important for all to utilize this strategy, so that students can apply it to multiple different areas of their life. In a basic sense, annotating the text is teaching your students how to break down something that is really stressful or difficult. Taking it piece by piece and drawing out the most important parts can set them up for success.

When: The annotating the text strategy is mainly used during reading. While they are reading a passage, speech, etc., they are breaking it down and finding the important pieces. However, I believe this strategy is also useful after reading due to its outcome. Students can utilize their annotations when studying for an assessment of some kind, or when simply needing to look over what they learned from it. This process allows for students to break down a passage into their own thoughts and words, which will allow them to understand it better. From there, it will be easier for them to access that information in their head and by referencing the work that they have already completed.

Variations: Burke mentions multiple ways to annotate text. These include coding the text (giving students a set of symbols to use throughout the text, if needing to address a specific skill or idea), revealing patterns (grammatical/sounds/imagery/structure), underlining meaningful passages (use this when entering into a critical reading discussion, allows for freedom with annotations), collaborative annotation (give each student a copy, have them annotate, then pass it to the student next to them, then compare), and publishing annotations (have groups annotate, then present to the class what they found in their annotations).

Annotating the Text: *The Gettysburg Address*

Directions: The Gettysburg Address was given by President Abraham Lincoln at the dedication of a military cemetery in Gettysburg, Pennsylvania. It has since become widely referenced and quoted throughout history. Read through the text once. When done reading, go back through and underline passages that you believe to be important while you are reading for the second time. Be prepared to share what you underlined with the class.

Transcription of the Gettysburg Address delivered at the dedication of the Cemetery at Gettysburg.

"Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth."

Abraham Lincoln. November 19, 1863.

Backwards Summaries

Izzy Dale

WHAT is this strategy?

Backwards Summaries is a tool to help students understand how smaller elements come together and make a whole.

WHY use this strategy?

When a teacher assigns a large assignment with multiple steps that interconnect, it can be very daunting to students. Many don't know where to start and can't conceptualize how all the parts are meant to come together to create the final product. Using the Backwards Summaries strategy allows you as the teacher to reveal both directions of a sequence and allows students to visualize the writing process in a way that makes the most sense to them.

HOW is this strategy used?

Start with the bigger picture (ex. composition), then deconstruct it (ex. "How would it sound without the bass?") in order to help students understand how smaller details interconnect. This deconstruction helps students approach an assignment or concept from a different, non-linear perspective. This strategy is rooted in the learning theory of constructivism, as it requires students to intertwine complex and basic levels of understanding.

WHEN is this strategy used?

This strategy could be used, before, during, and after depending on the way it is utilized. In this example, it was used as "before," showing all the individual components of a composition before sending students to write their own. This strategy could also be used as a checkpoint once students have already begun the writing process. It could be used as an "after" strategy like in the examples below.

VARIATIONS
- Math: Provide a solved equation and ask, "what would happen if we didn't find the absolute value of x?"
- Science: Model an experiment, then ask (and model), "what would happen if I didn't add water?"
- History: After reviewing an event, ask, "what would happen if ____ won this battle?"
- Lesson planning: Setting the end goal and working backwards from there

REFERENCES

Wormeli, R., & Stafford, D. (2018). *Summarization in Any Subject* (2nd ed.). Association of Supervision and Curriculum Development (ASCD).

Name: _____ Date: _____ Period:_____

Backwards Summaries

DIRECTIONS: Listen to the provided excerpt and answer the questions.

1. What were some things that you noticed about this loop?

2. What things did you like or dislike?

3. What is one word to describe the overall feel of this loop?

In 1-3 words, describe how the sound changed. What part stuck out the most?

4. With no chords?

5. With no bass line?

6. With no melody?

7. With no beat?

8. With only one part?

Blues Summary

Lauren DiCiaula

Wormeli Pages 86-91

What?

The blues summary literacy strategy involves creating blues lyrics based on a topic. This involves students needing to use the most important information from what they are learning to make it fit the style.

How?

Expose your students to the blues and have them write their own blues based on their own feelings using a template. Then using the same or a similar template have a student write blues lyrics based on course content.

Why?

Using a blues summary requires students to think about a topic in a creative manner. They need to work to find the most precise words to explain a topic and a deeper understanding is required to find words to fit. This maintains all the beneficial effects of doing summaries while putting them into a more engaging context.

When?

The blues summary is best to be used after. This is a way for students to use all that they have learned and sum it up precisely. By then, students will understand the topic enough to be able to put their thoughts into precise words

Variations?

- Science: Have students write a blue about different elements.
- History: Have students write a blues summary about the effects of the First World War.
- Math: Have students write a blues summary based on different formulas.
- Foreign language: Have students write a blues summary in that language.
- Art: Have students write a blues summary on different art mediums.

"Santa the Barbarian and the Blues"

Directions: Using the templates below write your own blues for how your morning is going.

Well, I'm feeling kind of _____,
Because my _____ is_____,
I don't _____and I can't _____,
So I've got the _____ blues. oh yeah, I've got the
_____ blues

Next, read the program notes below for Santa the Barbarian and write a blues about something new you learned.

I learned _____,
Oh, I learned_____,
This is interesting because _____,

Finally, write a blues on what we should focus on when we play Santa the Barbarian based on what you read.

We should focus on _____,
Oh, we should focus on _____,
Because _____,

Randall D. Standridge "Santa the Barbarian" Program Notes:
Program Notes As I have stated before, I often suffer from an overactive imagination. This is not precisely true, as I don't really suffer...I enjoy all of the strange ideas that my mind comes up with. And I have the perfect ace in the hole, too, as any time someone asks me to explain myself, I simply say, "I'm artistic." But, I digress… During my career as a composer, I have written a multitude of Christmas works. These are always quite challenging, as you have two factors working against from the outset. One, you are dealing with a very limited amount of recognizable material, as you can only use works that are in the public domain, and two, you are writing in an over-populated genre in which almost every conceivable combination of holiday tunes has been plumbed to death. The challenge, then, is to find a new angle that puts a different spin on well loved holiday classics. Enter Santa the Barbarian. In this work, I have reimagined the jolly old elf as a warrior of the winter wastes. The familiar tunes of Up on the Housetop and Jingle Bells are transformed into a war cry for this incarnation of Santa, as he navigates the snowy desert with his eight mighty reign-deer: Basher, Danger, Lancer, Victim, Bomb-it, Brutis, Runner, and Blitz-Them. On Christmas night, he fights his way across the unforgiving terrain in time to bring toys to all the good children, leaving a path of destruction and candy cane carnage in his wake. Merry Christmas and Happy Holidays from me to you and yours!!

Find the program notes on Randallstandridge.com
O

Blues Summary

Colin Claytor

Source: Wormeli, pg. 86-92

What is the blues summary?
The Blues Summary is a method in which students are able to summarize academic content through the use of the blues song form. The blues style is derived from work songs, including Southern slaves' responsive field hollers, church music, and several regional influences from different cultural groups around the South.

How to do the strategy
Have students listen to blues standards such as "Catfish Blues" by Robert Petway in order for students to get a sense of the blues sound. Then have students discuss topics that give them the blues. Then, using a blues template provided by the instructor, have students write about their "blues" by filling in the blanks on the template. And if you really want to have some fun, sing the songs that your students wrote.

Why do this strategy?
Listening to the blues and playing blues music is a way to process life. Through the use of this strategy, students are able to be more expressive in their writing and they are able to make connections between what they read to their life experiences.

When should you do this strategy?
This strategy should be completed after the reading because the students should have the main idea of a text before they incorporate those ideas into their template. Once the students do have a sense of the text, then students should complete their blues summary.

Possible Variations
One variation of this strategy is to provide students with the lyrics to a blues song by a popular blues artist. Then have the students get in groups and have them strip the specific references from the song. Then have them replace the lyrics with their own content.

♫I've Got the Blues! ♫

Directions: As a class, we will discuss topics that bring strong emotions to our lives. Then you will write a song about a topic of your choosing, using the template below. When we finish, we are going to sing about our blues!

Song:

My <Object> _____ is (isn't) <Phrase> _____

_____,

Oh, my <Object> _____ is (isn't) <Phrase> _____

_____,

Now I'm stuck with _____,

And I don't understand how to _____,

And, it all boils down to, yeah, it all boils down to _____

_____.

Chunk the Text Jacob Loitz

What is "Chunk the Text"?

"Chunk the Text" is a strategy that involves dividing challenging or complex text into smaller chunks. The chunks still retain their previous meaning within the complete text, but are much more digestible. This also allows for students to find the deeper meaning within each part of the sentence.

How do we use it?

In order to teach our students how to use this literacy strategy, we must first frame it. A lot of students will defaultly think that the pacing of sentences and the pacing of ideas are always the same. This is not always true. Teachers first must break down this conception of reading and show that sentence structure and the pacing of ideas don't always line up. Then, after presenting this idea, we must model it. To do this, you take a complex text and break it down into multiple parts, breaking it down by paragraph, stanza, scene, line, sentence segments, or idea. Once you break that down, let them have a go, making sure that they justify their chunking along the way.

Why do we do it?

"Students can only process so much new information at one time, but when you present smaller 'chunks' of information that information becomes easier to process" (Marzano 2007). We can only expect students to take so much out of a reading at a time. Before they can read full excerpts and extract all of the information in larger forms, they must first break text down into smaller components. Using this strategy, they can understand larger, more complex texts without losing information due to their inability to interpret these larger forms.

When do we do it?

Chunking the text is most useful during a reading. During a reading, if a student is struggling with longer formed sentences or larger scale reading assignments and cannot find the main ideas of the passage, they can break the reading down into chunks so they don't miss anything. Chunking can also be done before so students don't fall into information overload when they read the text (dividing the text before you read at paragraphs, commas, indents, quotes, etc.). This strategy isn't as well suited for post-reading activities, but can be used to review what you learned/possibly missed in the text.

Any variations?

A possible variation for chunking the text is line-by-line division. It's where you take a certain number of lines and require that the text be analyzed in that way. You take the predetermined number of lines and assign ideas and summaries to all of them.

Marzano, R. (2007). The art and science of teaching. Association for Supervision and Curriculum (ASCD).

Saccomano, Doreen. "How Close Is Close Reading?" *Texas Journal of Literacy Education* 2.2 (2014): 140-147.

Burke, Jim. "Chunk the Text." *Reading Reminders: Tools, Tips, and Techniques*, Portsmouth, N.H., Boynton/Cook, 2000, pp. 230-232.

Name: _____ Date: ___/___/_____ Class Period: _____

SENIOR MUSIC HISTORY
FRQ Practice #3

Read the following except from Beethoven's *Heiligenstadt Testament*. The sentences are very long, without many periods! **Divide** the text into chunks with a **slash (/)**. Every chunk should have **one idea** in it. Prepare to **justify** your slashes in a discussion! Also, **answer** the questions presented after the reading.

EXAMPLE
O ye men who think or say that I am malevolent, stubborn or misanthropic, how greatly do ye wrong me **(/)** you do not know the secret causes of my seeming

JUSTIFICATION
The first segment is Beethoven discrediting people who say he's a bad person. The second segment is Beethoven telling them that they don't understand his pain.

For my brothers Carl and Beethoven,

O ye men who think or say that I am malevolent, stubborn or misanthropic, how greatly do ye wrong me, you do not know the secret causes of my seeming, from childhood my heart and mind were disposed to the gentle feelings of good will, I was even ever eager to accomplish great deeds, but reflect now that for six years I have been a hopeless case, aggravated by senseless physicians, cheated year after year in the hope of improvement, finally compelled to face the prospect of a lasting malady (whose cure will take years or, perhaps, be impossible), born with an ardent and lively temperament, even susceptible to the diversions of society, I was compelled early to isolate myself, to live in loneliness, when I at times tried to forget all this, O how harshly was I repulsed by the doubly sad experience of my bad hearing, and yet it was impossible for me to say to men speak louder, shout, for I am deaf.

1: What is Beethoven conveying in this letter to his brothers?

2: How many divisions did you add throughout the reading?

3: How does dividing the text help you understand what to write about?

What

Students can chunk texts in different sizes and variations (by whole sentences, paragraphs, or scenes, as they see fit) to divide difficult texts into manageable sections. Burke likens this to "eating the chocolate elephant one bite at a time". It's important to have them identify sections, and to have them validate why they made those chunking decisions.

How

Provide students with a copy of the reading that they can physically write on (school-owned books won't work for this, for example). Modeling how to properly chunk the text, show the students how they might go about noticing patterns and conclusive sections. With more and more readings, have them gain the independence to do this visually, without making any marks. This will also teach them to skim and gain basic impressions of readings quickly.

Why

By chunking the text, students can attack potentially difficult readings piecemeal, not being threatened by having to read too much all at once. According to Clifton Casteel in the *Reading Improvement* journal, this strategy tends to provide students with a sense of comfort and allows for more differentiation and independence.

When

This strategy is useful before and during, though it is mostly implemented as a "before" strategy because it is most always done in preparation to read. As a "during strategy", this can be used to identify where a major section ends as your reading (using context clues).

Variations

- Apply to a "Think-Pair-Share" activity: after having students break the text into chunks, have them go into small groups and explain how they made their decisions.
- Take a piece of text, divide it into 3 different chunk sizes, and present the options to the students. Have them consider the options and decide what the "correct" chunking should look like. There's no right answer here, obviously, this is simply to show students different possibilities.

Sources

- Burke, Jim. *Reading Reminders: Tools, Tips, and Techniques*. Portsmouth, N.H., 2000, pp. 230-232.
- Casteel, Clifton A. "Effects of Chunked Text-Material on Reading Comprehension of High and Low Ability Readers." *Reading Improvement*, vol. 27, no. 4, 1990, pp. 269.

So, You Have New Music…*Now What?*

Music is often broken into sections, based on how notes, lyrics, rhythms, chords, and other items change or repeat directly. Take 2-3 minutes and try to find some repeated ideas in the music below.

On every line where a new section seems to begin, write a new letter (starting with "A")

Discussion Web

Haley Tromblee

Source: Vacca Pages 185-188

What:

Discussion webs are graphic aids that help students to explore both text and their own thought processes by thinking about their own opinions after considering said text or idea. It also allows students to explore both sides of a debate and encourages students to keep an open mind to every angle of a discussion. When drawing the conclusion, they are able to compare their respective answers and formulate a well-rounded final answer.

How:

When starting out, either pass out your physical copy or show them the pictures, video, or song that you would like the discussion web to be based on. In pairs, have your students read the discussion question and then fill in each column of the discussion web appropriately with a partner. When the pairs each have their answers, have pairs join up with each other and compare what they have. As they compare their answers, have them work towards a similar thought process and establish a conclusion.

Why:

This literary strategy can help students to think outside the box and explore their own thought process, including what aspects of the music stand out to them. It also allows students who may usually be quieter in class to be able to participate and share and compare their ideas. As said in Teaching Reading in the Content Areas. If Not Me, Then Who?, "The Discussion Web gives all students an opportunity to assume responsibility and share their own ideas in discussion, not just the verbally talented students."

When:

Discussion webs can be used with a variety of starting material, including a reading, a song, or a video. This strategy is very versatile, as you can use it before, during, and after a lesson. Discussion webs can be used before a lesson as a way to assess their previous knowledge. They can be used during a lesson as a way to organize their thoughts and as a way to elaborate on situations. Finally, they can be used after a lesson so that students can analyze their gained knowledge and start forming their own opinions.

Variations:

The great thing about this strategy is that it can be formatted in many different ways and in many different class types. Discussion webs can range anywhere from very simple to very complex with a lot of reasoning. You can switch up how many partners a group will have or if it will be independent work at first. This could also be a class discussion and activity.

Sources:

Billmeyer, Rachel, and Mary Lee Barton. *Teaching Reading in the Content Areas. If Not Me, Then Who?* McREL, 2002.

Hopkins, Gary. "Webs (the Discussion Kind!) in the Classroom." *Education World*, 2002, https://www.educationworld.com/a_lesson/lesson/lesson032.shtml.

Vacca, Richard T., et al. Content Area Reading: Literacy and Learning Across the Curriculum. Pearson, 2017.

Name: _____ Date: _____ Period: _____

Discussion Web for Music!

Directions: Think about and look through these two pieces of music at your table. With your partner, think about <u>at least three reasons</u> why each of these pieces would be a good selection for our concert. Use specific reasons on why each piece would be beneficial to our concert. These reasons could include (but are not limited to) dynamics, text painting, range, language selection, and more! Do not move on to the conclusion until told how to do so by the teacher.

Ríu, Ríu, Chíu arranged by Linda Steen Spevacek	Which piece of music should we use for our next concert?	The Holly and The Ivy arranged by John Purifoy
	Conclusion	

What is a "discussion web"?

A discussion web is a literacy strategy used to have students engage with a text. It allows all students to interact with a text and share their ideas in a discussion. It is a graphic organizer to help students view an argument related to a text and see both sides of this argument. Students own their learning by coming to their own conclusion. It is an opportunity to investigate a text and take time to gather evidence before arriving at a conclusion.

How is it used in a classroom?

In order to effectively use this literacy strategy, students must first have their prior knowledge activated. Pre-reading strategies can be used in a situation like this to have students make predictions about the text. Students will then read the text, and in a small group, jot down the negative and affirmative responses they generate. Following the discussion in their small groups, students will move on to discussing a conclusion—whether or not their group will agree with the statement or not. Here, it is critical to remind students that "it is ok to disagree with the other members of the group, but they should all keep an open mind as they listen" (Vacca 186). Groups will then enter a whole-class discussion, where they can share their negative and affirmative responses.

Why would we use this method?

The discussion web creates an environment where all students will be able to share in a discussion, rather than "a few highly verbal students" who will "monopolize classroom talk," (Alvermann 92). Alvermann continues, "[in] discussions in which students examine more than one point of view, there is ample opportunity to enrich and refine understanding of what is read." Furthermore, Barton says that the discussion web "promotes total class involvement," and "student accountability is included," as students are encouraged to share their thoughts with each other.

When should we use a discussion web?

A discussion web is a beneficial activity to supplement **after** a reading. It is a recursive activity, with students returning to the text to find the information they need to defend and justify their arguments. It is a way for students to investigate a text more deeply and develop a logical opinion based on evidence from the text.

Are there any possible variations?

A possible variation of this activity could be having a student create a statement for the class to discuss. Students could also use this activity to discuss a topic before reading, with a prediction and background knowledge.

Alvermann, Donna E. "The Discussion Web: A Graphic Aid for Learning across the Curriculum." *The Reading Teacher*, vol. 45, no. 2, 1991, pp. 92–99. *JSTOR*, http://www.jstor.org/stable/20200818. Accessed 18 Oct. 2022.

Billmeyer, Rachel, and Mary Lee Barton. "Reflection Strategies 39: Discussion Webs." *Teaching Reading in the Content Areas: If Not Me, Then Who*, McRel, 2002, pp. 160–162.

Vacca, Richard T. "Discussion Webs." *Content Area Reading*, 12th ed., Pearson College Division, 2013, pp. 185–188.

Discussion Web

Short Stories: Brett Biebel's "Big Red Nation"

Directions: After reading the text, discuss the statement below with your table group. While discussing, write down evidence from the text that agrees with the statement in the left column, and evidence that disagrees with the statement in the right column. After your discussion, conclude whether you agree with the statement or not. Justify your response. Be prepared to share aloud!

Agree:	Statement:	Disagree:
	The governor should've delayed Matthew Alan Nowinski's execution.	

Conclusion:_____

_____

_____

_____

_____

_____

How to Read Tests

Mark Dennison

WHAT: How to Read Tests is an instructional lesson for your students on different test taking strategies. You will teach and model to your students a variety of test taking strategies. They will then practice these strategies on a practice or an example test.

HOW: How to Read Tests starts off with modeling and instruction by the teacher. Then having students do the strategies that you just instructed and modeled on their own. You can model the instructions one at a time and have students follow along with you or you can model the instructions all at once and have students do it on their own while you go around and check. This strategy should always be informal. You can use this strategy in groups, pairs, or individually.

WHY: Tests are a piece of text that students will have to read throughout their education. It is imperative that students know how to read tests and be able to utilize different test taking strategies. This will set the students up for success. Although this strategy allows for very little variation.

WHEN: This strategy should be used **before** or **during** reading. Before reading should be used to prepare students on upcoming tests they might have in future whether that be in your class, a different class, or a standardized test. During reading should really only be used when you are teaching the lesson and having students follow along with you and still should be before any real test. What's the point in teaching students how to read a test after they have taken one?

VARIATIONS: There are some variations to this strategy. However one would include all the test taking strategies or picking and choosing just some (I only had 15 minutes so I had to pick and choose. The rest can be found on Burke 149-150). I don't know if you would consider this a variation or not but, you could teach this strategy with a pre-test at the beginning of your course. This will activate the students' prior knowledge while also teaching them test taking strategies. Also at the end you could collect the handout and get a sense of where your students are at and how they think allowing you to effectively lesson plan for the future.

Name:_____Date:_____Period:_____

How to Read Tests with an Example Test

Directions: You will skim and scan the practice test first. After skimming the test, you will go through and list each question from easiest to most difficult. You will then go through each question from easiest to hardest and answer the questions without looking at the answers provided and then check if your answer is an option. Your gut feeling is often the right answer. However if your answer isn't an option then you will eliminate the wrong answers until you have one answer left.

1) Who wrote the Declaration of Independence?
   a) George Washington
   b) Alexander Hamilton
   c) Thomas Jefferson
   d) James Madison
2) Who was the commander and chief of the colonial armies during the American Revolution?
   a) Thomas Jefferson
   b) John Jay
   c) John Adams
   d) George Washington
3) Where did the first Continental Congress take place?
   a) Philadelphia
   b) New York
   c) New Jersey
   d) Washington D.C
4) Which American military officer switched sides and fought for the British during the American Revolution?
   a) John Laurens
   b) Benedict Arnold
   c) Edward Hand
   d) Roger Sherman
5) What country did the colonial army ally with during the American Revolution?
   a) Germany
   b) Canada
   c) France
   d) England

IEPC: Imagine, Elaborate, Predict and Confirm

Nora Ansburg

What: An IEPC is a literacy strategy that you can use to ensure that your students are aware and prepared for the information they are going to take in. An IEPC is separated into four distinct parts: imagine, elaborate, predict and confirm. Imagine is the first step, focusing students on the task of visualizing what the text, video or presentation will be about and help them to recall their schema about the subject. The elaborate step is to help students collaborate with their peers and broaden their ideas about the subject prior to the activity. The predict step requires students to synthesize their ideas and visualizations into a working and reasonable prediction. Lastly, the confirm step serves to connect the student's predictions to the actual information conveyed in the lesson.

How: Give your students this activity before reading, watching an informational video, or completing an activity in which they learn new concepts. This simple four column chart is versatile and can be used with just about any activity in class that you want the students to activate their prior knowledge and imagination before engaging new information.

Why: The IEPC strategy is an extremely important strategy to use to develop student engagement in the activity and to draw out their schema. According to an article written by Karen D. Wood, a licensed clinical social worker working as a brain trainer, and Clare Endres, each aspect of the IEPC strategy is proven to help students understand and comprehend text. The imagine part of the strategy has been shown to improve positive reactions to text and interaction with the text. The elaboration section is proven to force students to change their verbalization and provide my descriptive responses to questioning. The prediction aspect creates a purpose and motivation for students to do the reading. Finally, the confirm component then gives the student an outlet to express their ideas during and after reading.

When: The IEPC strategy should be used before an activity, reading, or supplemental video. Students should complete the imagine, elaborate, and predict sections prior to engaging with the activity. The confirm aspect is then completed during and after the activity. This strategy cannot be given to students after the activity because the strategy will not be effective.

Variation: A possible variation to this strategy would be to use the IEPC chart in a lesson comparing and contrasting objects, music, concepts, or time periods. This IEPC chart may also be completed in large groups. For example, the teacher could split the class into four groups and have the groups converse for the elaborate component of the strategy.

Citations: Vacca, Richard T., et al. Content Area Reading: Literacy and Learning across the Curriculum. Pearson, 2017.

Wood, Karen D., and Clare Endres. "Motivating Student Interest With the Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy." The Reading teacher 58.4 (2004): 346–357. Web.

Climate Change is Impacting Us Now

Directions: Close your eyes and think about what you know about climate and what effects you have witnessed. Fill out the Imagine section with information about what you visualize. Then share what you visualize with your table. Any new images you think should be included in your original visualization should be included in the elaborate column. Next, predict what you will see, hear, and learn in the video by the National Geographic about climate change in the prediction column. During and after viewing the video, make confirmations of your predictions and modifications in the last column.

I	E	P	C

Making Predictions

Celine Kapolnek

<u>What?</u>
Making predictions is a strategy that involves students making educated guesses (predictions) about the reading or lesson, activating prior knowledge.

<u>When?</u>
<u>Before:</u> This strategy can be used before reading or learning by having students predict what they may be learning or reading about after a quick glance at the material, activating prior knowledge.
<u>During:</u> Using this strategy during learning can allow students to predict what is to come next in the reading or lesson. Making predictions encourages active participation and questioning while reading.
<u>After:</u> This strategy can be used after for students to assess if their initial predictions were correct, or make predictions about related or future material. Revising their previous predictions allows reflection on what they learned.

<u>How?</u>
There are many ways to execute this strategy. First, there must be a prompt for predictions. Predictions can be made based off of headings in a text, images, clips of a video or song, etc. Predictions can be made completely as a group, individually, or formulated as a class. Predictions can be written down or shared out loud. During the lesson or reading, prompt students to think about their predictions. After the reading or the lesson, students should reflect on predictions either individually, in pairs, groups or as an entire class.

<u>Why?</u>
Making predictions requires students to activate prior knowledge. Using prior knowledge is a key tool that helps students to remember new information. This strategy develops the habit of asking questions while reading which is important for being an effective reader. Making predictions can be a simple way to get students ready to actively engage in a reading or a lesson, as well as reflect and evaluate what they learned.

<u>Variations:</u>
There are many strategies that promote making predictions. Some of them include the PreReading Plan (PReP), the Directed Reading and Thinking Activity (DRTA), and SQ3R. These are strategies that include making predictions, but also include other aspects, like formulating questions. Content wise, this can be used in math for students to make predictions based on patterns they notice. In music, students can listen to part of a piece and predict what is to come next. Almost any subject could do this strategy when assigning a reading by having students make predictions based off headings. English can use this before reading the next chapter of a book. Languages can use this strategy similarly to math with noticing patterns but more in grammar or words. Art can use this strategy by having students predict what color would be made when mixing two colors. The options are endless with the making predictions strategy.

Sources:
Burke, Jim. *Reading Reminders: Tools, Tips, and Techniques*, Portsmouth, N.H., Boynton/Cook, 2000, pp. 185–209.
Lynch, Matthew. "Using Prediction to Improve Your Students' Reading Comprehension Skills." *The Edvocate*, 8 Mar. 2021,
      https://www.theedadvocate.org/using-prediction-to-improve-your-students-reading-comprehension-skills/.

Name:_____ Date:_____ Period:_____

Making Predictions: Acidic or Basic?

Directions: When boiled, the juice of a cabbage becomes a good indicator for pH. This means, it changes color when something acid or basic is added to it. The neutral form is a purple color. When something acidic is added, the liquid turns a pink color. When something basic is added, it turns blue. Below are household items that will be added to the cabbage juice. In the predictions box, add the color (blue, purple, or pink) that you think the liquid will become when each item is added to the cabbage solution, and explain why you believe that in the next column. After the demonstration, write the correct answer in the box labeled "actual color."

Item:	Prediction (Pink, Blue or Purple)	Why?	Actual Color
Vinegar			
Baking soda solution			
CeraVe Face Wash			
Dish Soap			
Laundry Detergent			
Energy Drink			

Making Predictions

Nate Wilson

(Burke pp. 207-209)

What is it?
Making predictions is making a guess on what will happen next or down the line, based solely on a reader's interpretation of given evidence.

How would we use the strategy?
Present students with a new reading or video clip. Based only on the cover, title, or any images, ask them what they think the material is about. Students can brainstorm as individuals, in pairs, or in small groups. They can write down their predictions and explain what they think is going on

Why should we use this strategy?
The beginning sentence from page 208 in *Between Hope and Havoc* (1995), Frank Smith writes "We make sense of the world by anticipating what the world is likely to be like. Without predictions, there can be no comprehension; we understand what we anticipate." This is a way to engage students before they even begin the actual work, by getting them to use context clues and/or their prior knowledge.

When should we use this strategy?
Before - Most ideally, one would make predictions before they start the reading. Students may look at a book cover, an article page, or a website, and based on the title, cover, diagrams, pictures and graphics, or other features, they can make predictions about what they are going to read about.
During - If reading a story or watching a video, the teacher may want to pause at important points, especially points that create suspense in order to ask the students what they think will happen next.
After - Making predictions is still possible after a reading, especially a story, is finished. Students may look at an ending and predict what may have happened after the conclusion, especially if the ending in question appears ambiguous.

What are some different ways of using this strategy?
One variation that can be used is a "word bingo." Students can be provided with context before observing the material and write down at least 9 words they think will show up. Then, they can take note if the word appears in the material. The idea is to have the students try to get a bingo on their grid.
One other variation includes creating a 3-column organizer (see Burke Appendix 22 for an example). On the left hand side, they write events that happen; in the middle, they write what they think will happen and why; on the right hand side, note any similarities or differences between what they thought would happen and what actually did happen.

Name:_____ Date:_____ Period:_____

Making Predictions in our Story

Prediction 1 - The cover

What is the book about, based on the cover? Describe what you see in the book and on the title that makes you think that.

_____
_____
_____
_____

Prediction 2 - The rising action

Summarize what happened up to this point. Then, based on what you know, theorize what may happen next.

_____
_____
_____
_____

Prediction 3 - The climax!

Describe the climax, and what has led up to this point. Then, just like before, theorize what may happen next based on what has happened.

_____
_____
_____
_____

Prediction 4 - The falling action and resolution

Now that we have reached the end, let's discuss. Were any of your predictions correct? Were they close? Did you expect the events to happen the way they did? Bonus: Theorize what may have happened after "The End."

_____
_____
_____
_____

Microthemes

Nathan Wylie

What: Microthemes are essentially mini-essays– a brief writing activity that is meant to synthesize a point using only the most relevant information. Lots of thinking; only a little writing.

When: Microthemes are meant to be done after a reading assignment (or however students are gathering information). Just like a regular essay, students need to have source material to reference in order to make defensible points.

How: Students should be given a prompt relevant to whatever information they gathered and should be given a spatially limited, but not creatively restrictive place to write. Two common methods are note cards or half-sheets.

Why: This response format requires summarizing and synthesizing the material found in the reading. Due to the brevity of a microtheme, students are forced to concentrate on only the most pertinent information.

Variations:

Chemistry: Students could write a microtheme detailing the process of the chemical reaction performed in class.

Journalism: Students could pretend to be a company's social media/PR worker and make a tweet (280 characters) after reading about a recent business decision. This also incorporates the spirit of POVG.

English: Students read a chapter from a book and then respond in the form of a letter to the author.

Sources:

Bass, Dr Bill, and Jon Jefferson. "Colonel Shy's Autopsy." *Death's Acre*, G.P. Putnam's Sons, 2003, pp. 88–89.

Vacca, Vacca, Mraz. 2017. "Microthemes." *Content Area Reading: Literacy and Learning Across the Curriculum,* pp. 244-245.

Microtheme Activity

Directions:
Carefully read the excerpt from *Death's Acre*, then respond to the prompt in the form of a microtheme essay (about 4-6 sentences).

 When I realized I had misjudged Colonel William Shy's time since death—by 112 years, no less—my first reaction was profound embarrassment. I had made such confident pronouncements to the newspaper reporters who were following the story, and I had a lot of words to eat afterward—words that had been printed everywhere from Tennessee to Thailand. Humbling experiences can open the door to life's greatest insights, though, if we're willing to learn from them. It didn't take long for my personal embarrassment to give way to professional curiosity. One reason forensic cases have always appealed to me is the challenge they pose: They're often tragic crimes, but they're also scientific puzzles to be solved.
 I've never liked hunting– the idea of killing animals for sport has absolutely no appeal to me—but the excitement of unraveling a forensic riddle is probably not so different from the thrill a big-game hunter experiences while stalking a deadly predator. But just what was the riddle here—what would I be chasing in this case? The more I thought about it, the more exciting it became: my prey would be death itself. To understand fully what had happened to Colonel Shy—and what eventually happens to us all—I would need to track death deep into its own territory, observe its feeding habits, chart its movements and timetables. (88-89)

What is the lesson Dr. Bass learned from his experience with Colonel Shy's autopsy? (You may only use the provided lines so summarize carefully.)

_____

_____

_____

_____

_____

_____

_____

_____

Microthemes

Erika Dahlstrand

What it is: A microtheme is a literacy strategy that allows students to learn through writing. Typically, microthemes take the form of a short writing. It not only allows students to express what they learned, but also encourages concise writing skills ("Writing").

How it is used: Microthemes are best incorporated after students have gained some knowledge on the subject being taught. Students are then presented with a prompt, such as a guiding question. Next, students respond to the prompt through a short writing, usually done on a notecard or half-sheet of paper in order to keep it concise. Teachers can then choose to have students share their microthemes in small groups, followed by a full class discussion in which students can revise their microthemes.

Why this method should be used: The microtheme strategy gives students the opportunity to write to learn, which allows them to formulate their thoughts and make clarifications (Vacca 244). Microthemes encourage students to express their thoughts in a concise manner, which can be less intimidating than a long writing assignment, and also makes students think deeply about the subject to pull out the most important information.

When this should be used: Microthemes are best used **after** reading. They can be used for summarization of material, synthesization of concepts, or making and defending a claim. It is a way for students to think further and/or deeper about the content they have covered.

Possible variations: One possible variation of this activity could be to have students create their own prompting question(s) based on what they found to be important, then have students switch notecards with a partner and write a microtheme in response to one another's questions.

Another, more modern, variation could be to have students write a tweet in response to the given prompt (Vacca 245). This adds to engagement, while remaining true to the microtheme's concise nature.

Sources:

Vacca, Richard T. and Jo Anne L. Vacca. *Content Area Reading: Literacy and learning across the curriculum*. 12th Edition. Allyn and Bacon, 2017.

"Writing to Promote Learning." *Writing To Promote Learning |KU Writing Center*, http://www2test.ku.edu/~writing/instructors/guides/writing_promote.shtml.

Name:_____ Date:_____ Period:_____

Microtheme
La bourgeoisie: Making Connections
_____

Directions: Follow along as I read aloud a short explanation of the French Bourgeoisie. Then, respond to the writing prompt using information you've gleaned from the text. You may only use the "note card" provided, so you must be concise. Be prepared to share your microtheme with the class!

Prompt: How is the French Bourgeoisie similar to the American middle class? How is it different?

One Word Summaries

Isabelle Phillips

Wormeli Page 225-227(ebook)

What

One word summaries may seem like students are doing less work when thinking about a text compared to an essay. However, using this technique can force students to think about what the most important aspect of the text is. They can then expand on why they chose a certain word and you can see their deeper understanding of the topic.

How

Ask students to read a text and analyze the most important aspects by choosing 2-3 words that they think summarize the text. From there, have them narrow down their three choices into one. Then, have students explain why they choose that word to summarize the text.

Why

This strategy works really well because it forces students to really analyze the text and decide what is important from what they read. It also can be beneficial as a teacher because it allows you to see the students' ideas in a concise way rather than reading through 2-3 pages of filler information.

When

This strategy can be used with any reading or in any lesson. It is a great way to check to see if students are retaining the information you want them to from a reading or lesson. For example, it can be used as a refresher to get them thinking about what they learned the day before, or as an exit slip to see how well they understood a lesson.

Variations

This strategy can be used as a whole class activity as well, having each student choose a word to summarize the lesson and debating which would be the best fit. Or you could give students a word/words and have them try to explain why that word would summarize the lesson or text.

Sources

Davis, R., Sarquis, M., Frey, R., Sarquis, J. (2005). *Modern Chemistry.* Holt, Rinehart and Winston.

Wormeli, R. (2019). *Summarization in Any Subject: 60 innovative, tech-infused strategies for deeper student learning.* Assn Supervin & Curr Dev.

Name:_____ Date:_____ Period:_____

One Word Summary Activity

Read through the following passage and fill out the prompts below.

Although John Dalton thought atoms were indivisible, investigators in the late 1800s proved otherwise. As scientific advances allowed a deeper exploration of matter, it became clear that atoms are actually composed of several basic types of smaller particles and that the number and arrangement of these particles within an atom determine that atom's chemical properties. Today we define an atom as the smallest particle of an element that retains the chemical properties of that element. Atoms are the building blocks that make up everything.

1.) Summarize the main point of this passage in 1-2 sentences.

2.) Choose three words that you think best fit the summary of the passage.

_____   _____   _____

3.) From those three words, choose one that best fits what the main point of the passage is.

4.) Write a brief description of why you thought that word would best summarize the passage.

One Word Summaries

Victoria Bernero

Wormeli 148-149

What are they?

One-word summaries are a type of *explicit instruction* that helps students pinpoint the most important parts of a text.

How can we use them?

Students can be arranged in groups, pairs, or as individuals. You can have them think of one word to describe the lesson taught and explain why they chose that word. They can also compare different words you give them to evaluate how well it encompasses the lesson's larger meaning. As an alternative, you can have students create a list of words and then communicate to decide on which is most important. One-word summarize can be used to strengthen students' analytical, decision-making, and communication skills.

Why use them?

One-word summaries are an effective way to get students to make meaning from texts that they read. Oftentimes, when asked to summarize a text, students will simply try to relay all the information they can remember. Rather than simply restating unimportant details, one-word summaries require students to evaluate how those details come together to make meaning. By having students consider their various reactions to a text and choose to summarize only what they find most important, we can better determine their understanding of the texts that they read.

When?

Students will summarize *after reading,* but meaningful thinking happens during the process as well. As students read, they may highlight, circle, or star parts of the text that stand out to them. Later, they will go back and revisit these words, and evaluate how these parts work together to express a larger concept or idea. This strategy is good to use when introducing a new concept to a class or repeated throughout the reading of a novel that might have difficult chapters or themes embedded.

Adaptations:

For students needing a greater challenge, you can increase the text length or complexity. Also, you can ask that students consider words with less obvious connections. For struggling readers, you can scaffold the activity by having them start by writing a paragraph about the text, then narrowing it down to a sentence, and finally selecting one word they find most important. It is important to note that the length of the summaries is not what is most important, but how students justify their thinking about the most important parts of a text.

Summarization Madness

Directions: After reading the poem, you and your tablemates should select four summary words to go in the clouds. Then, with your group you will decide which **two** will advance to the next round. Finally, choose **one** as the winner. You will select <u>one person</u> from the group to briefly explain why you chose that word for the class.
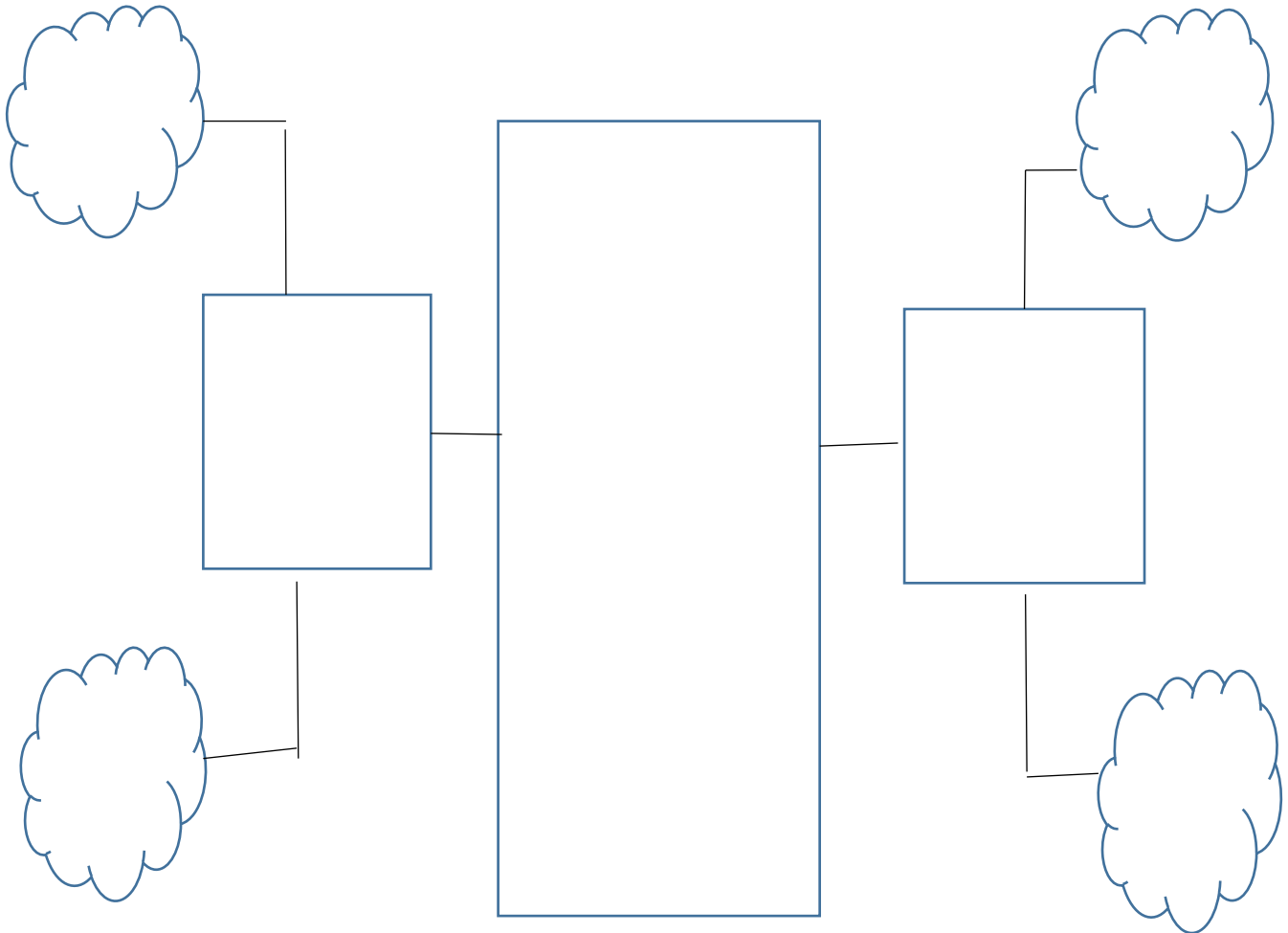
Point Of View Guides (POVGs)

Victoria Zaragoza

This strategy can be found on P. 245 to 247 in *Content Area Reading: Literacy and Learning Across the Curriculum* written by Richard T. Vacca, Jo Anne L. Vacca, and Maryann Mraz.

What the strategy is:

A point of view guide (POVG) is a strategy that encourages students to create thoughtful and creative responses to a text by having them put themselves "in the shoes" of the characters.

How to do the strategy:

For this strategy, students are asked to respond to questions using the point of view of a character. These questions are presented in an interview-style format that encourages students to reflect on the text from different perspectives than their own.

Why to use the strategy:

Students are put into a roleplay situation where they are encouraged to make speculations, and actively think about the perspectives and goals of the characters. By using first-person writing as they answer their questions, students will contribute their own past experiences to the text.

When to do the strategy using B/D/A:

This strategy can be used During Reading and After Reading. If the POVG is assigned as the students are reading, students will be able to directly reference the text and answer questions as they read. The best time to use this strategy is After Reading, since students will know what happens in the story, and the motivations and personalities of the characters and will be more equipped to respond to the questions in character.

Possible Variations:

The situation that students will respond to in their questions does not have to focus on students thinking about a specific character. It can be changed to have students answer a writing prompt based on they would react if they were in the situation mentioned in the text. Another similar strategy is called Unsent Letters, which like POVGS has students participate in a roleplay situation in response to the material they read. This strategy has students use their imagination to write a letter from one character to another. Another possible variation of this strategy includes students writing from an unconventional perspective, such as an animal or inanimate object. This adds another level of creativity for students to take advantage of.

Name:_____ Date:_____Period:_____

Camille and the Sunflowers:
A Story about Vincent Van Gogh

Directions: Together as a class we will read the book *Camille and the Sunflowers: A Story about Vincent Van Gogh*. As you listen to the story, think about the questions: "What happened in the story", "Who the characters are" and "How you would respond to the book if you were one of the characters?". Our goal is to gain an understanding of the story from different perspectives. This will help you generate thoughtful responses and reflect on the text. As several points throughout our reading, we will pause, discuss and write an answer to one of the questions below in order.

***Situation*:** You are Camille from the book *Camille and the Sunflowers*. You are talking with a new friend who just moved into your town. They saw the painting that "Sunflower Man" had made of you and started to ask you questions.

1. Who made this painting? _____
_____

2. What did you think when you first met him? _____
_____

3. Why do you call him the Sunflower man? _____
_____

4. Why did people not like Vincent? _____
_____

5. How did it makes you feel when you heard that people in town wanted Vincent to leave? _____
_____

6. Where do you think Vincent went? _____
_____

7. Do you think that people will like Vincent's painting one day as your dad said? _____
_____

POV Guide

Kate Hatlestad

Name of strategy: POVG (Point of View Guides) Source: Vacca page #259 (my online version)

What: A POV Guide is used to relate writing to reading, two very important skills. It triggers students' thinking by asking them to step into the shoes of the character or subject they are studying. It requires them to think about the text from different viewpoints, encourage elaboration rather than shallow responses, and allow students to contribute their own experiences to the activity. It usually includes relatively informal language used in the responses.

How: Have your students read/watch the artifact first, and then provide them with the POV Guide. Whether it's a history source like the one we read today, a novel in an English class, or a research paper for a scientific study, the POV Guides are meant for students to look at the material in multiple different ways. After the students read through the artifact, tell students to answer the questions in the mindset of whatever character/subject you are trying to focus on. The questions should be set up in a way that students can respond in the first person. There is not a set limit on how many questions can/should be asked. Students can share their responses with each other or have it be an individual project.

Why: The purpose of this literacy strategy is to relate writing to reading (the response to questions and the artifact itself). It is also a useful strategy for students to use to look at a single artifact in multiple different perspectives. It allows students to notice biases, personal opinions, or context (the events/environment happening around them that affect their ideals, values, etc). The author of the article "Writing About Reading: Considering Perspective Paves the Way for Critical Thinking" author, Anna Gratz Cockerille, claims "I believe that teaching kids to think and writing about alternate perspectives can pave the way to a world of deeper interpretation, critical thinking, and eventually greater tolerance." Thinking about multiple perspectives allows students to push their thinking further in order to understand the content better.

When: This strategy is best used *after* the reading but can also be used as a guide while reading the content. It cannot be used before the reading because the POV Guides require students to use the reading in order to get into their role. During reading, students can look at the questions to guide their thinking and help them focus on what they should be reading for. After reading, when this strategy is most beneficial, students answer the questions from the assigned POV in order to deepen their understanding.

Variations: This strategy can be used in a variety of different ways in a variety of different content areas. It is probably most effective to have students complete the initial response to the questions on their own, but it would be helpful to work in groups in order to compare and contrast peer's opinions. Questions can be created based off of any character, subject in the book, or even an inanimate object! Teachers can assign different POVs to different student groups in order to get a variety of responses. This strategy can be used in a variety of different ways to reach the same goal: deepen a student's understanding by looking at the same text from multiple points of view.

Cockerille, Anna Gratz. "Writing about Reading: Considering Perspective Paves the Way for Critical Thinking." *TWO WRITING TEACHERS*, 3 Oct. 2014, https://twowritingteachers.org/2014/10/04/writing-about-reading-considering-perspective-paves-the-way-for-critical-thinking/.

The National Archives. "Injury: 'Arrived Here with Only One Boot'." *The National Archives*, The National Archives, 16 Oct. 2015, https://www.nationalarchives.gov.uk/education/resources/letters-first-world-war-1915/injury-arrived-one-boot/ .

Vacca, Richard T., et al. *Content Reading: Literacy and Learning across the Curriculum*. Pearson, 2017.

Name: _____ Period: _____ Date: _____

POV Guide: Longing for your Son in War

Directions: We are no longer students in Evald 212 in the year 2022. Instead, we are going to be traveling back in time to 1915 during World War I. You have just received a letter from your son who is fighting in the war. First, read the letter from your son. Now, an interviewer for the local newspaper wants to come over and ask you questions about what it is like to have a son in the war. Write your response to the questions listed below in the first person. Answer the interview questions like you *really* are his mother or father. Refer back to the letter to respond. Share your responses with a partner.

1. **How often are you able to hear from your son and how often are you able to reach out to him? Do you wish it were more?**

2. **Is your son staying healthy during the war? Are they taking good care of their soldiers?**

3. **What are your opinions on the war as a parent? Do they differ from your son's opinion?**

4. **What is your biggest anxiety about your son being in the war?**

Questioning the Author

Nic Castro

Vacca 178-180

What is QtA?

QtA, or Questioning the Author is a literacy strategy that models the importance of asking questions during reading. It was developed to demonstrate the types of questions that students should consider while reading in order to think more deeply and construct meaning about sections of text. Students may struggle with certain texts and may not be able to develop questions or interact with the author of the text.

How do we use it?

The teacher will find a text to pair with this strategy and generate a number of questions directed toward the author that are important for the students to think more deeply and construct meaning about the text. You can do this either as a class, in groups, in pairs, or individually. Clarify to the students when to answer the questions and be sure to provide clear directions. Have them write their answers and you can choose if you'd like them to share their ideas or not.

Why should we use it?

Effective readers are able to act on the author's message. When presented with complex texts, students should be able to generate questions about what the author is saying and what they mean. However, if they struggle with certain texts, they may not be able to do so and may become frustrated and disconnected from the content. It models effective questioning and its importance and shows how the author of a text may not always express their ideas in the easiest way. It also keeps the student's minds engaged and active while reading.

When should we use it?

Before → The teacher may provide the students with background on the author and their previous work, possibly noting themes and the author's influences. The teacher may then provide students with questions, such as why the author might write this specific text or what influenced them to write it before they engage with it.
During → The teacher may split the text up into specific sections and generate questions for each section. Once the students complete one section, they can answer the question, and then continue reading the text.
After → The teacher can generate questions that may encompass the author's main idea, purpose, etc. of writing the text as a whole.

What are some variations?

The teacher may provide students with a video, composition, art, or another form of media, and generate questions directed toward whoever created it. You can also ask the students to generate the questions themselves and share them within groups or pairs where they can discuss them. If you choose the latter variation, ensure that the text is not far above their comprehension level so they don't struggle too much in creating effective questions.

Name:_____ Date:_____ Period:_____

Questioning the Author

<u>Directions</u>: I will read the following poem aloud, and will indicate when you need to answer the provided questions. I will stop at the sections that are numbered, where you will answer the question of the same number at the bottom of the sheet before we continue reading. After we complete the poem, answer the final question. Be prepared to share and support your answers with the class.

Fire And Ice

By Robert Frost

Some will say the world will end in fire,

Some say in ice. (**1**)

From what I've tasted of desire

I hold with those who favor fire. (**2**)

But if it had to perish twice,

I think I know enough of hate

To know that for destruction ice (**3**)

Is also great

And would suffice. (**4**)

1. What does the author mean when he says fire? What about when he says ice?

_____

2. What association is the author making with fire in this section?

_____

3. What association is the author making with ice in this section?

_____

4. What do you think the author is trying to say by stating that it is great and would suffice?

_____

5. What is the author trying to say in this poem?

_____

QTA (Questioning the Author)

Jackson Castleman

Source: Beck, I.L., & McKeown, M.G., Hamilton, R.L., & Kugan, L. (1997). *Questioning the author: An approach for enhancing student engagement with text.* Newark, DE: International Reading Association.

"Question the Author (QTA)." *AdLit*, https://www.adlit.org/in-the-classroom/strategies/question-author-qta.

What: QTA techniques are one of the many ways that a teacher can have students engage with text. One of the many challenges as an educator is getting students to engage in reading, especially the various readings that happen throughout the school year. The QTA technique allows teachers to break up readings and ask questions that can help students read to learn, not just read to read.

How: To implement the QTA technique, you need to first find a passage that goes with whatever you are learning about. Whether it is an excerpt from the Great Gatsby, breaking down a primary source in a social studies class, or breaking down a word problem in math or science. Then the teacher needs to concoct questions that force students to analyze what they are reading, as they are reading it. There are no set number of questions, it really just depends on the length and content of the passage that is selected. The questions should be questions that force students to think critically and reflect on what they are reading. Then as a class you can either have students read or have the teacher read. Then the teacher pauses and asks questions

Why: The purpose of this technique is to force students to critically analyze and engage with whatever they are reading. By doing this technique as a class, it allows students to have reflective discussions together and learn from each other as much or even more than they do from the passage or the teacher. Instead of doing reading activities in small groups or individually, doing it as a class brings something different to the table.

When: This strategy would be used during reading or content. It cannot be used before or after because doing it then would not allow for students to have the same experience with regards to reflective discussion and learning from their classmates.

QTA (Questioning the Author)
From Christopher Columbus's Diary

Directions: Together we will read the passage below and answer the corresponding questions as they come up. Please follow along and answer the questions below. You will turn this in.

"They… brought us parrots and balls of cotton and spears and many other things, which they exchanged for the glass beads and hawks' bells. They willingly traded everything they owned…. They were well-built, with good bodies and handsome features…. They do not bear arms, and do not know them, for I showed them a sword, they took it by the edge and cut themselves out of ignorance. They have no iron. Their spears are made of cane…. They would make fine servants…. With fifty men we could subjugate them all and make them do whatever we want."

- Christopher Columbus's Diary on meeting the Arawack People.

1. What do we know about Christopher Columbus before reading this?

2. What are Columbus's first impressions of the Arawack's?

3. What does this passage tell us about Columbus's intentions?

Annaliese Croasdale

What	How
The RAFT strategy involves students in individual choice and creativity by writing through different lenses. RAFT stands for Role, Audience, Format and Time or Topic. The students will assume a role to write through, an audience to write to, a format in which to write and a time period/setting or a topic to write about. After the students get every letter of RAFT filled, they write whatever they want within the guidelines.	The teacher will provide a list of options for the student to choose from as each section of their RAFT. Then, the students will pick who/what they would like to write as, to, about, etc. After students have chosen, they will start to think creatively, drawing on what they have learned through content and connect it to what they are going to write about. Finally, they engage with the content as they write, gaining a better understanding of it.
Why	**When**
Using the RAFT literacy strategy helps to encourage students to think out of the box and to connect with learning on a deeper, more personal level. By becoming another person, the students are challenged to think about how they might have felt, lived and experienced life. Very similar to the Point of View Guide, the RAFT strategy engages students in writing that will inherently make the student write with some amount of personal experience. The connection to student experience encourages retention of learning.	This strategy can be used after student learning. Especially if they have just read, sang, spoken about a subject. RAFT helps students to see the content in a different light by writing creatively through a different lens, so engaging with the content after learning is ideal. However, it could also be done before learning, but it may be more challenging for many. Utilizing this strategy before learning would force students to make more assumptions about the content of the lesson, which may lead to convolution.
Variations	**Sources**
One variation includes adding an "s" at the end of "RAFT" to symbolize "strong adverb." This provides the student with a voice to write through. It's just an added layer of complexity. Students will get overwhelmed with too many choices to pick from, so it's important to structure the RAFT. Students with particular trouble in choosing from possibilities may need an even shorter list to select from. A way to limit these choices is to only give students one option for each letter of RAFT.	Wormeli, Rick with Dedra Stafford. *Summarization in Any Subject: 60 Innovative, Tech-Infused Strategies for Deeper Student Learning.* 2nd Edition. ACSD, 2019. (pages 158-160).

RAFT Writing for Music History!

	Choice #1	Choice #2	Choice #3
R	**A King**	**A Composer**	**A Soldier**
A	**Self**	**Music lovers**	**Family back home**
F	**Journal Entry**	**Lyrics**	**Letter**
T	**Renaissance**	**2022**	**American Revolution**

Directions: Choose one of the three choices to write about how music is utilized on a day to day basis. Assume a role and write to your audience in the specified format within the time period.

RAFT

Bri Berndt

Wormeli pg. 160
Vacca pg. 263, 326

What is RAFT?

A RAFT strategy is an acronym that stands for role, audience, form, and topic. RAFT is a strategy that helps students understand their role as a writer and how to effectively their ideas clearly so that the reader can understand everything written. Additionally, it also helps students focus on the audience they will address, the varied formats for writing, and the topic they'll be writing about.

How do we use it?

RAFT allows teachers to create prompts for many types of discipline-specific writing assignments (Holston & Santa, 1985). A context for writing allows students to assess the writer's relationship to the subject of the writing (the topic) and to the reader (the audience for whom the writing is intended). By using this strategy, teachers encourage students to write creatively to consider a topic from multiple perspectives, and to gain the ability to write for different audiences.

Why do we do it?

The RAFT strategy helps students think more deeply and in different ways. It helps them understand their role as writer, their audience, the format of their work, and the topic of their writing. This strategy helps students respond emotionally to texts. It also helps students be more aware of these elements in their own writing. RAFT assignments encourage students to uncover their own voices and formats for presenting their ideas about the content information they are studying.

When do we do it?

A RAFT is a beneficial activity to elaborate thinking after reading. It is a way for students to think more deeply and record what they have learned.

Any Variations?

A possible variation of the RAFT strategy could be having a student create a list of options in each column that don't have a natural fit with one another. An extended application would be adding an "S" to "RAFT" where it would then be referred to as "RAFTS." The "S" stands for "strong adverb." This adds a fifth element or variable to the experience, increasing the complexity, and facets of the prompt.

Simon, Cathy. "Using the Raft Writing Strategy." *Using the RAFT Writing Strategy | Read Write Think*, https://www.readwritethink.org/professional-development/strategy-guides/using-raft-writing-strategy.

Name: _____ Date: _____ Period: _____

RAFT
Role***Audience***Format***Topic
"Star Wars: A New Beginning"

Written by: Archie Goodwin   Drawn by: Al Williamson

Directions: Together as a class we will read the comic strip *Star Wars: A New Beginning.* After we are finished reading the comic strip, predict how you believe one of the characters would react to the last panel (pick 1 character to write about). For the role, write as your character. Then choose your audience (whom your writing is intended for), format (choose how you will format your writing), and topic (what is happening in this new panel). Then write your RAFT choices and predictions on the back.

Role	Audience	Format	Topic
Jabba the Hutt	Children	Letter	Capture
Bib Fortuna	Preteens	Tweet	Escape
Han Solo	Teens	Facebook post	Failure
Luke	Young adults	Email	New plan

SQ3R

Jaidyn Sisler

<u>So what is SQ3R:</u> SQ3R stands for: Survey, Question, Read, and Recite. This structure of assessment can be helpful to students because it breaks things down into easier sections for the students to understand.

<u>How do you do this strategy:</u> In the first step, survey, students get to use their detective skills and look at the sections of their readings as well as the pictures within the given section and finally they read the chapter summary. Then the students will move on to questioning and turn headings and section titles into questions. After they do this they finally go through and read the text fully. After this they get to step 4 which is recite, here they give a brief summary over what they read. Finally they get to step 5 review! Which is where they go back to the questions they wrote earlier and answer them with their new found knowledge.

<u>Why you should do this strategy:</u> Teachers should use this strategy because it will help their students grow in their reading comprehension skills. Students will be able to break down readings and textbooks in an easier way and make it better for them to understand. The students will be able to learn about the main topics of texts and gather information from their readings to get the main point of their text.
<u>When do you do this strategy:</u>

　　Before ⟹ Teachers could use this strategy as a really good before reading assignment. It gets the students to make inferences and use their detective skills to look at the text and gets them thinking about what they will be doing in the near future. It will help the students note the main themes of the text and let them get a head start on what they are supposed to be thinking about.

　　During ⟹ Teachers could use this strategy as a during assessment by making sure the students look for their answers for this questions while looking at the text can help them read through the text. They know what they are looking for but it won't be a stand out answer and they have to keep referring back to the text to see if they found their answer.

　　After ⟹The teacher can use this assessment for an after reading assignment by having the students write a small reflection on the text that they read; or by brining the class together to discuss what they wrote and what answers they got for their questions.

<u>SOURCE:</u> Wormeli pages 187-189 & Burke pages 189-190

<u>VARIATIONS:</u>
You can do a variation of this by giving them the questions instead of having the students find them theirselves; you can have students answer the questions and do the worksheets orally, and present them. OR you as the teacher can say your thoughts outloud and ask the students for their input on the topic.

~ 47 ~

Name: _____ Date: _____ Period: _____

SQ3R:
Survey **** Question **** Read **** Recite **** Review

1. Survey

Directions: look through the text and look at the headings and see what sticks out to you. Not a thorough reading, just a quick skim.

2. Question

turn three headings into questions. For example "a vast and powerful empire -> Who had a vast and powerful empire?", then write your questions in the boxes below.

1

2

3

3.Read:

Look for the answers to your questions, as you actively read the text. Re-read the text as you see fit until you feel like you understand the content.

5. Review

Answer the questions you asked before reading the text (in step 2).

1.

2.

3.

4. Recite

Write a summary of the text in your own words.

SQ3R Strategy
Emma Pilmer

What: SQ3R is an acronym that stands for Survey, Question, Read- Recite-Review and it is meant to help students develop basic habits that would make them more effective readers. This strategy would be best to use when trying to read textbooks or scholarly articles especially those that concern research. In particular, this strategy would be used for texts that have headings or titles in each section but it can still be used with the first sentence of each section.

How: This strategy/activity can be given before a reading and it can serve as a scaffolded intro to analyzing scholarly forms of texts.The process of the strategy can be best narrow down to the following five steps:

1. Survey- Students identify the headings, the first sentence of each section, or even an overview if it is provided.
2. Question- Students need to try to formulate a question to go along with each of the section headings. When students read the text again, these questions will serve as the areas they need to focus on when reading each section.
3. Read-Students will actually read the text and attempt to answer the questions they formed from step two
4. Recite-Students will assess themselves by trying to recite what the text said in their own words along with the answers they came up with.
5. Review-Students will look back at their questions and their early answers and they will revise it if needed.

Why: This strategy really helps students prioritize what they need to know from the document by having them form their own questions for each section before they read. Oftentimes, our brain's amount of data it can process is dependent on the rate the data is presented at. According to Dolores Tadlock, "each component of the SQ3R procedure for independent study is designed to facilitate the processing of incoming information so that the reader can deal with more of it and deal with it more effectively (Tadlock, 111)." SQ3R is a scaffolded analysis of text that provides the necessary support while also allowing independent thought.

When:
Before the students start reading, students get to form an idea of what they should expect when reading the text by surveying certain points of the text informing questions based on those points.
During the reading, students will revisit their initial questions and attempt to answer them based on what they just read. It is also an opportunity for them to form new questions now that they have more information after reading the text.
After reading, the students then have to try to remember what they read in the text and the answers they discovered and recite them in their own words. Then, they can continue to review and revise what they learned while also starting to explore other questions they may have just formed based on the information they just learned. The students can then even start having a class discussion where they can discuss what they learned.

Variation:
- Study guide or note overview-The questions that were generated in class could serve as a note packet or a study guide for students.
- Written summarization in either sentence or bullet point format-not only would students have to recite what they learned verbally but they would have to write it out in a way that is cohesive.
- Group analysis- where each student is assigned a different section to read-this would be a jigsaw type of grouping where each student gets assigned one task or reading and then they have to teach the other members in the group what they learn.

Works Cited
American Music Therapy Association. (2012). "Music Therapy as a Treatment Modality for Autism Spectrum Disorders."
http://www.musictherapy.org/assets/1/7/MT_Autism_2012.pdf.
Tadlock, D. F. (1978). "SQ3R: Why It Works, Based on an Information Processing Theory of Learning." *Journal of Reading*, 22(2), 110–112. http://www.jstor.org/stable/40027010.
Wormeli, R., & Stafford, D. (2019). *Summarization in any subject: 60 innovative, tech-infused strategies for deeper student learning.* ASCD. pg.187-189.

Name: _____ Date: _____ Period: _____

Music Therapy and Autism Spectrum Disorder

Step 1-Survey

Identify each of the titles, headers, and first sentence of each section. Highlight or underline these sections.

Step 2-Question

After identifying all the sections, write down a single question that is relevant to the very first sentence in each section on the left side of the chart below.

Questions	Answers

The 3 R's
Step 3-Read

Once you complete your questions, Read the text with those questions in mind and highlight or underline any information that would be relevant to forming the answers to those questions. As you are reading, note any other questions that you may have formed during the reading. Then, write down the answers on the right side of the chart provided above.

Step 4- Recite Challenge!

When finished with writing answers, cover the right side of the chart and try to recite what was read and your answers to your questions in your own words based on the ideas or information that you highlighted or underlined in the article.

Step 5- Review

Finally, review and discuss your questions and answers with the other people at your table and be prepared to share 1 thing your group learned overall with the rest of the class.

Summarization Pyramids

Gio Martinelli

Source: Wormeli, Rick and Dedra Stafford. *Summarization in Any Subject: 60 innovative, Tech-Infused Strategies for Deeper Student Learning,* 2nd Edition. ASCD, 2019. (pages 189-191)

What:

A Summarization Pyramid is one of many ways you as a teacher can get your students to summarize any form of media. These summarization pyramids are very versatile as they allow for many different questions to be asked and allow for many different formats or sizes. As Wormeli writes in the chapter, you should have anywhere from 5-8 lines with different prompts to spark students to summarize the piece they are working with.

How:

Supply your students with whatever form of media you want them to summarize. Either supply your students with a handout with 5-8 lines with the prompts for each line connected to it, or have your students create their own pyramid and tell them each of the prompts for each line. Have your students answer each prompt accordingly to either the length of the line, or with a certain number of words or sentences. These points can range anywhere from opinion questions to open ended questions, or questions that go straight to the point of what the piece may be about.

Why:

The summarization pyramid is an easy way to see what your students know or can infer based on the material you give them. The summarization pyramid can help lay out and breakup whatever overall goal you want your students to achieve. If your goal is to have your students summarize a piece of text or other forms of media, you can break up the prompts to help the students get toward the goal of summarizing the piece.

When:

You can use the summarization pyramid during or after each of your lessons. This cannot be used before as the overall goal is to get your students to summarize a certain piece of text etc. It is a great tool to use during your instruction because it can allow for your students to retain more information because they would be summarizing a certain chunk rather than your whole lecture etc.

Variations:

A possible variation is a learning tree where you can have the roots in their responses that refer to the cause of something, and the branches can be the prompts that you want your students to answer. You can also make the shape of your summarization pyramid relate to the topic that you are covering. For example, if you are covering music, you could have each line of music be a different question with different required lengths on responses.   Another way to make the summarization pyramids more entertaining to the students is by allowing them to use various websites to help make their pyramids more personalized and more creative. This can be beneficial because the student can have the ability to be creative and show the type of work they can create. And who doesn't love creativity.

Name: _____Date: _____Period: _____

Summarization Pyramid for the Images of WWII

Directions: Complete the Summarization Pyramid based on the three images presented.

1

2

Little boy : Hiroshima   **3**   Fat Man : Nagasaki

Fission uranium-235
Weight : 4400 kg
Power : 15,000 tons of TNT

Fission plutonium-239
Weight: 4535 kg
Power : 21,000 tonnes de TNT

_____
One Word: How do these images make you feel?

_____
Where could picture 2 have taken place?

_____
Who might be the casualties in the first image?

_____
One Sentence: What is significant about the images in 3?

_____
1-2 Sentences: What could be the concluded about WWII after looking at these images?

Summarization Pyramids

Esther Zange

Wormeli pages 189-190
Citation: Wormeli, Rick. *Summarization in Any Subject: 60 Innovative, Tech-Infused Strategies for Deeper Student Learning.* ASCD, 2019.

What are summarization pyramids?
Summarization Pyramids are a way of summarizing that gradually elicits longer and longer responses. They consist of 5-8 lines (the recommended number) that students must write their responses on. The length of student responses depends on the length of the line. They start out with something like a main idea or synonym of the topic and then gradually work their way to a summary or student question. These are quick activities done individually and could be used to see if they understood the reading, from either in class or homework.

How do we use them?
The first thing you do is construct a pyramid of horizontal lines on a piece of paper. The students or the teacher can draw these lines. As the students go down the lines of the pyramid, they should write longer responses to the questions.

When completing a summarization pyramid, a teacher provides a question or prompt that a student should answer on each line. The first line should elicit short or one-word responses, such as a synonym of the topic, the second line should elicit responses such as two important facts from the reading, and the last line will most likely include a summary or a question that the students still have.

Why do we use them?
These are used to allow students to have multiple means of exposure to the reading. They will learn about the topic and be exposed to many of the important facts about the reading. Being exposed to the topic in multiple different ways will improve comprehension and allow the students to know what is important about the reading.

When should we use them?
The teacher could implement this strategy before, during, or after reading:

<u>Before</u>- Teachers could use this to see what the students already know about the topic. This might be a little difficult if your students know little about the topic, but the teacher could come up with prompts that show what the students know.

<u>During</u>- Teachers could use a summarization pyramid during reading in order to help students pull out the main ideas while they are reading.

<u>After</u>- Teachers could use summarization pyramids after reading to assess comprehension of the students after they complete the reading. This is the most common time to use it.

Variations on the summarization pyramid
One of the main variations is that summarization pyramids can have any number of lines. Many people recommend 8 lines, but you can really do it with any number of lines, depending on how much you want them to summarize. It is recommended that you include 5-8 lines.

Another variation is breaking summarization pyramids into individual lines for each word. For example, on the first line, students can only use one word, on the second line, two, and so on.

Teachers could also have the students do a reverse pyramid, where they have to start with longer responses. This could help them get a broad understanding of what the reading is about first and then get more specific with one word that describes the reading.

Nombre: _____ Fecha: _____ Hora: _____

Day of the Dead/Día de los Muertos reading

<u>Follow along as I read the following paragraph.</u>

Mexico's Day of the Dead

Halloween comes every year on October 31, and with it comes candy, pumpkins, costumes, and trick-or-treating. Many people in central and southern Mexico, however, celebrate another traditional, special day just a few days later on November 1 and November 2. It's called the "Day of the Dead." Children make candy skulls and eat them, and women bake 'Day of the Dead' bread. People light candles, prepare flowers, and people visit cemeteries at night, to be close to the spirits of friends and family members who have died. Mexicans bring gifts such as food and drinks for the souls of the dead, and even toys for dead children. Church bells ring all night, and most people don't leave until the morning. For people who live in other countries, all of this may sound a little scary. However, the 'Day of the Dead' is a time for Mexicans to remember their loved ones by telling stories about them to each other and to their children. For many people in Mexico, the 'Day of the Dead' is a way to celebrate life.
Reading from: https://www.allthingstopics.com

<u>After reading, individually complete the summarization pyramid using the prompts below</u>
<u>(Start at number 1).</u>

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

1. Write one word to describe what people are honoring during Day of the Dead.
2. On what days do people celebrate Day of the Dead?
3. List a few ways that people from Mexico celebrate Day of the Dead.
4. What are a few things that are similar between Day of the Dead and Halloween in the US?
5. What would be a good alternate title to this reading?
6. What is a question you still have about Day of the Dead?
7. Write a summary of the reading.

Practice Test Taking Strategies
Justin Vollmuth

An effective way to improve the success and validity of assessment scores

What:
  Teaching students effective test taking strategies is an essential part of ensuring that your students will be successful. This can be done by both reminding and modeling for students what test taking strategies work. Some of these strategies include reading the entirety of the test: doing the easier problems first, reading ALL of the listed answers before choosing one, rephrasing the question, and recursive reading (Burke, 149). By teaching/modeling these strategies, students can feel more in control when taking a test and subsequently can perform better.

How:
  It is crucial that effective test taking strategies are discussed more than just on the day of the test. This strategy is a "before", "during", and "after" activity because students should always be practicing these strategies for every form of assessment (formative or summative). We can teach students these strategies in countless ways, but one important way is through modeling. Modeling can be done "before" when the class is going over example problems together as a class and the instructor demonstrates for the class effective strategies. Along with that, we can constantly remind students to rephrase the question, read the question again, and look at all the listed answers during instruction. Test taking strategies should be applied in every context. On the day of the test before students are allowed to begin, key reminders should be given. Students should be reminded that they should do the easier problems first and give themselves context by reading the whole test. This can be done by verbally pointing out which problems may be easier for students, "Oh, look at question 1 and 2, these are order of operation problems, I may start with those first". After the test is graded, we can go through the problems as a class and model those same strategies once more.

Why?
  In order to properly assess if our students know content or not, we need to teach good test taking strategies. This is because if students are more comfortable with the test, it will better improve the validity of our test results and further confirm what students actually know. Students can greatly benefit from an investigative guide that they need to follow for each problem. Most importantly, when students are good test takers, we actually can understand what our students know better. This is because students won't be making as many mistakes when completing the test. It also encourages them to think more critically about what is being asked of them.

When:
  As previously described, this strategy can be used as a "before", "during", and "after" strategy. Before the test, the teacher can model good test taking strategies throughout the chapter. During the test, reminders can be given or follow-up questions can be provided. After the test, modeling can be done once more when going over the answers.

Variations:
- In English and history, reflective questions after test questions can serve as a guide to help students practice good test taking strategies. This includes asking students "Why did you choose that answer opposed to the other" or "Rephrase the question in more simple terms". These questions could be incorporated into any content area.
- In science, reminding students to read the question multiple times can help them better understand what is being asked of them.

Sources:

Burke, J. (2000). In *Reading Reminders: Tools, Tips, and Techniques* (pp. 267-269). Boynton/Cook Publishers.

Practice Test Taking Strategies

Directions: Read through the entire exam before you begin and **do the easier problems first**. Try to answer the question before looking at the multiple choice answers. Eliminate wrong answers before answering (**X them out**). Make sure to read recursively (**read questions multiple times**). After each problem, **explain** why you chose that answer from other ones.

1. Simplify: $3 + 5 \times 6 - 3$
   a) 17
   b) 29
   c) 16
   d) 30

2. Simplify $6 - 2 \times 2 + 2$
   a) 4
   b) 8
   c) 12
   d) 0

3. The difference of twice a number and six is four times the number. Find an equation to solve for the number.
   a) $2x - 6 = 4$
   b) $2x - 6 = 4x$
   c) $2x - 6 = x + 4$

4. Charles needs enough fencing to enclose a rectangular garden with a perimeter of 140 feet. If the width of his garden is to be 30 feet, write the equation that can be used to solve for the length of the garden.
   a) $x + 30 = 140$
   b) $2x + 30 = 140$
   c) $2x + 60 = 140$
   d) $140 - x = 60$

5. Which of the following is a factor of both expressions? $x^2 + 4x - 5$ and $2x^2 + 3x - 5$
   a) (x+5)
   b) (x-5)
   c) (x-1)
   d) (x-3)

Text Structure and Signal Words

Jonathan Jaworowski

What are text structures and signal words?

Text structure seeing how a text is organized to present information to the reader and can be divided to internal and external types of structure. Internal text refers to the relationship between the different ideas in the text and can be descriptive, sequence, cause and effect, or problem and solution.. External structure involves the overall organization of the information and includes tables of contents, charts, graphs, bibliographies, indexes, etc. that help with the readers' comprehension of the text. Signal words are specific words found in the text that connect the text structure's relationship with the main idea. Some common signal words are: similarly, however, in fact, for example, although, etc.

How do we teach using these?

Before analyzing any text for structure or signal words, students should be introduced to the various types of text structure and signal words. The teacher should provide students with the text that they are analyzing and point out some main words that indicate the structure. Students can also underline signal words to help find relationships in the text, which can help them further understand how the text is structured. The signal words can then be transferred into an appropriate graphic organizer to solidify learning.

Why do we teach these?

Signal words are a great way for students to identify how a text is structured. When students can find words that pertain to the overall topic of the text, they are highly likely to be able to ready more effectiveylu, and retain the information presented. When students are able to identify which type of text structure is used (descriptive, sequential, cause/effect, or compare/contrast) they can understand the major points of each section with more ease.

When do we use these?

This strategy is mainly used as a before and during strategy. Before reading, students should look for major headings to get an idea of how the chapter is organized. This will help them have an understanding of how the text is organized and assist them in pulling out the difference between the major information from the minor details. During reading, the students can underline or highlight signal words to help point them to the most important information on each page and explore the relationships among the text. This strategy could also be used after the reading as the teacher can design follow-up questions based on the structure and purpose of the text.

Variations

For all content areas, it is highly recommended to give students a handout of common signal words in that area to reference during readings. This can be done in any subject, including foreign languages.

In History or Science, students can complete a scavenger hunt of headings to see how the text is organized.
For Math, students can underline signal words that are linked to specific equations.
For English or Spanish, students can highlight signal words and underline what they refer to.

Vacca, Richard T., Jo Anne L. Vacca, and Maryann Mraz. *Content Area Reading: Literacy and Learning Across the Curriculum* (12 ed.) Pearson: 2017. Pages 275-279.

Amor De Mi Alma: Internal Text

Directions: Look through *Amor De Mi Alma* by Z. Randall Stroope to locate the internal texts listed below. Identify the measure* that the text appears in the score. After that, please circle the number of the question prompt that you would like to answer for that internal text and answer it in the space provided.

*Some internal texts appear multiple times. Only identify ONE measure and answer the prompt for it.

Prompt Option 1: How might this internal text impact how the choir performs this section?
Prompt Option 2: Why might the composer have put this internal text in this measure?

<u>Unhurried</u> - Measure # _____   Prompt Option (Circle):   1   2

_____

_____

dolce - Measure # _____   Prompt Option (Circle):   1   2

_____

_____

<u>Seamlessly Staggered</u> - Measure # _____   Prompt Option (Circle):   1   2

_____

_____

<u>sim.</u> <u>(in a similar manner as)</u> - Measure # _____   Prompt Option (Circle):   1   2

_____

_____

<u>Hold Back</u> - Measure # _____   Prompt Option (Circle):   1   2

_____

_____

<u>Hushed</u> - Measure # _____   Prompt Option (Circle):   1   2

_____

_____

Vocabulary Squares

Chris Lopez

WHAT:

Vocabulary Squares are designed to help students remember vocabulary words by having several different activities attached to the word, including a visual representation. It helps them to think critically about the word and better understand that word by defining the word in their own way.

WHEN:

Before: Before reading, a vocabulary square can help students define unfamiliar words they see in the text. Students are able to create their own definitions and compare with their peers what they think the words mean. Defining unfamiliar words before reading will make reading easier for the students when they come across these words.

During: During reading, students can make a list of words they are unfamiliar with while reading the text. They can then go back and define all of the unfamiliar words using a vocabulary square.

After: After reading through the text, students can complete a vocabulary square to reflect on what they read and further develop their understanding of the vocabulary words after reading it in the text.

WHY:

This strategy helps students to learn definitions and organize the facts in a way that is more engaging than just copying down definitions on a sheet of paper. It also gives students an opportunity to connect the vocabulary word into their prior knowledge by drawing a picture or logo of the word in action. By having students think of variations of the word they are able to make their own connections to the definition.

HOW:

This strategy is done by dividing a square into four sections in order to get students to think about unfamiliar words in multiple different ways. By approaching these unfamiliar words in four different ways, students are able to create their own definitions and make sense of these words in their own ways.

VARIATIONS:

Vocabulary squares can be used in any subject area! Every subject we teach has its own set of specific vocabulary words students come across. Think of any words you typically have your students define and input those words into a vocabulary square.

Name: _____   Date:_____

Directions: Read through the passage and choose one word you don't know. For the word, complete the different sections of the Vocabulary Square:

- Sentence: Write the sentence you found the vocabulary word
- Variations on the word: Find synonyms for the word you chose
- Picture/Logo: Draw a picture that represents the word
- Definition: Look up the definition of the word

What is Jazz?

"Jazz is a kind of music in which improvisation is typically an important part. In most jazz performances, players play solos which they make up on the spot, which requires considerable skill. There is tremendous variety in jazz, but most jazz is very rhythmic, has a forward momentum called "swing," and uses "bent" or "blue" notes. You can often hear "call--and--response" patterns in jazz, in which one instrument, voice, or part of the band answers another. Jazz can express many different emotions, from pain to sheer joy. In jazz, you may hear the sounds of freedom-for the music has been a powerful voice for people suffering unfair treatment because of the color of their skin, or because they lived in a country run by a cruel dictator." –*https://americanhistory.si.edu/*

Sentence	Variations
Word	
Picture/Logo	Definition

Vocabulary Squares

Sarah Elrod
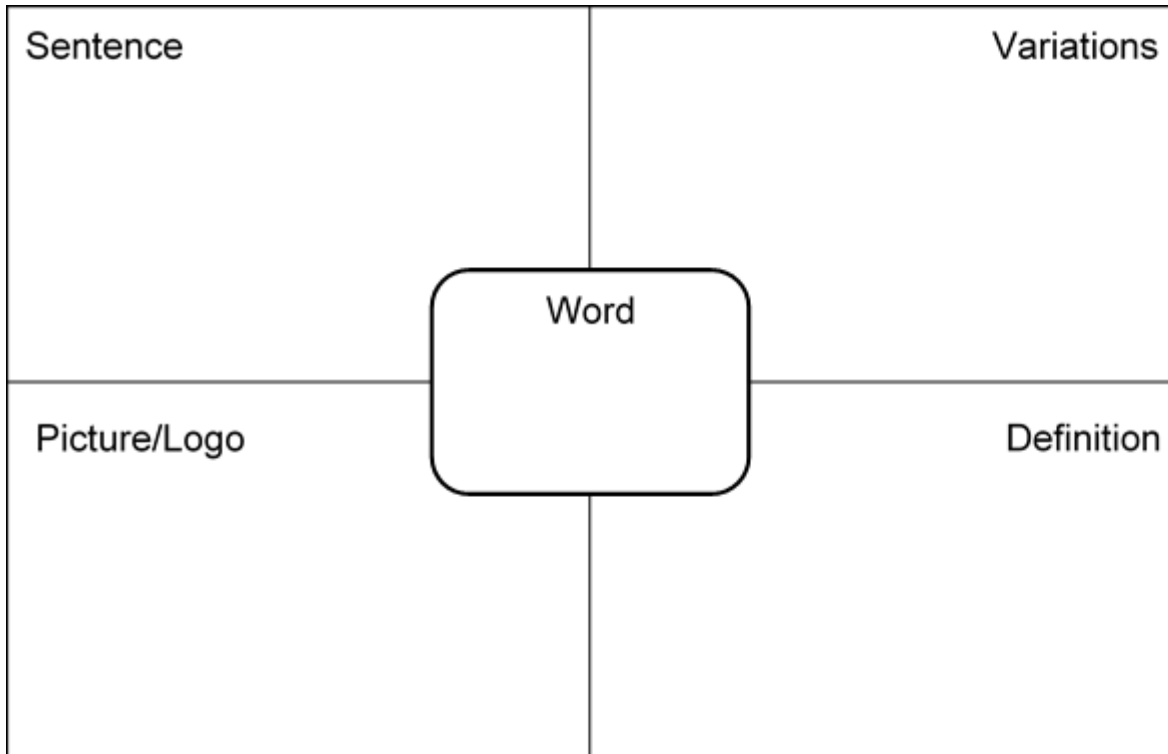
What is this strategy?

Vocabulary squares are graphic organizers that give students the opportunity to explore a new term in a variety of ways including imagery. This will help students understand how to use the word.

How do you do this strategy?

Students start with a paper with four boxes and a center section. The center box is the word that will be addressed, and the four surrounding boxes include the definition, root/part of speech/sentence, a logo, and variations of the word. This allows students to think about the word in four different ways and easily express their understanding of the word. Students would be able to turn this worksheet in or share in small groups to compare understandings.

Why use this strategy?

This allows learners to express their understanding in a multitude of ways. It allows students to pull on past knowledge to create the aspects of the square. Students can easily access unfamiliar terms which encourages them to tactile unfamiliar words. The first box (root/part of speech/sentence) allows them to work with the word in a proper context. This box is a good way to check if students are on the right track. The variation on the word allows students to come up with synonyms or add a suffix, the picture gives students freedom to create a visual to remember the word. The final box is a student's definition.

When can it be used?

This can be used as a before or during strategy. Today we focused on it as a during strategy. Before, students can select terms to work through before receiving a passage or even as a pre-test/check in to see what prior knowledge they are bringing to class. As a during strategy, this is used in conjunction with a reading/material and focuses on the word in the context used.

Variations

English- Can be used in conjunction with a book looking at some of the themes addressed such as themes that are addressed to make sure students understand how those themes can be manifested.
Math- Using a word problem and deciphering the formula as the center of the worksheet.
Science- Have students pick out the bold or italicized words from a passage and working to define the words on their own.
History- Give students one of the amendments on the Bill of Rights to talk about and define.
Other- The names of the boxes can also be changed to fit the goal of the class and the number of squares can change to fit the needs of the class.

Burke, Jim. *Reading Reminders: Tools, Tips, and Techniques*, Boynton/Cook Publishers, Portsmouth, NH, 2000, pp. 270/A29

Synesthesia
V o c a b u l a r y S q u a r e s
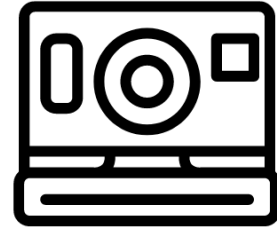
After reading the handout about Messiaen, fill out the chart below with your group members.

Sentence Example

Variations on the Word

Synesthesia

Picture/Logo

Definition

WebQuest

Ellie Reckamp

WHAT: A Webquest is a scavenger hunt designed by the teacher that provides students with an **introduction, task, process, resources, learning advice, and a conclusion**. Students use internet resources to complete tasks provided by the teacher to promote digital literacy. They answer questions, then organize the information they have collected with help from the teacher.

HOW: The WebQuest starts off with an **introduction** that places students in a hypothetical situation that gives them a role as a learner as they investigate through the topic, similar to the RAFT strategy we have learned about. Then, as their **task**, students are provided with online sources and questions relating to each source. The **process** refers to the steps students must take as they search the online resources for the information they need to answer the questions, and the **resources** are the links provided by the teacher that lead students to the answers. The **learning advice** is provided by the teacher. The teacher can have students organize the information they find during their WebQuest in multiple ways, including graphic organizers, timelines, or outlines. This helps students apply the information they found in a more concrete way than by answering a few questions. Then, in the **conclusion**, the teacher summarizes for students what they learned from the WebQuest.

WHY: WebQuest is a great strategy for promoting digital literacy, and is especially effective for online classrooms and spaces post-pandemic. Having students use online resources can also give students a way to learn outside of their textbook as a change of pace, and provides new perspectives and up-to-date information. This strategy also allows for a lot of variation for accommodating student needs.

WHEN: This strategy can be used as a **during** or **after** reading strategy. Similar to using comprehension questions, WebQuest requires students to read different online resources to find the information in the questions. Therefore, as they read, they can find the answers and fill out the worksheet. They can also look through all of the resources and then answer the questions with whatever information they can find.

VARIATIONS: WebQuests can be set up in a number of ways to suit different classrooms. Some teachers find it useful to set up their own website that provides students with the links to readings and activities with spaces to respond and answer questions online. Some of these online answer alternatives can provide immediate feedback which could be helpful to allow students to keep moving forward through their WebQuest.

Vacca, Richard T., et al. "Chapter 2." *Content Area Reading: Literacy and Learning across the Curriculum*, 12th ed., Pearson, Hoboken, NJ, 2021, pp. 48.

David Mendel Renowned historian, and David Mendel. "History of Québec City." *Visit Québec City*, https://www.quebec-cite.com/en/quebec-city/history-quebec.

"Bonjour Winter Wonderland." *Bonjour Québec*, https://www.bonjourquebec.com/en-us.

Name:_____ Date:_____ Period:_____

WebQuest: Le Quebec

Directions: Today, you will take on the role of a historian researching early America. Your job is to create a timeline of important events in Quebec City in the 17th and 18th centuries. First, you need to do some basic research by following the links to find the answers to the questions provided. Then, you will organize your findings in a timeline.

Questions 1 & 2:
https://www.quebec-cite.com/en
In the top menu, click on **"The City"** -> **"History of Quebec City"**
Scroll down to **"French Historical Influence in Quebec,"** read until **"The Battle of The Plains of Abraham."**

1. Under the first header, this website names many famous old buildings in the city. What are their names and what do they have in common with each other?

_____

_____

2. Describe the conflict that Winston Churchill described as "the first true world war." Who participated? What was the conflict about?

_____

_____

_____

Question 3:
https://www.bonjourquebec.com/en-us
In the top menu, click on **"Explore" -> "Illuminating Experiences" -> "Culture and History that are Alive"**
Scroll down to **"A Window into Quebec Culture"**

3. Pick one of the windows in this section and summarize what you found the most interesting about it.

_____

_____

_____

_____

_____

WebQuest

Casey Cromp

What is this strategy?

A WebQuest is a teacher-designed webpage that packages and arranges various learning activities and tasks for students to complete using Internet resources. "It is an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the Internet" (Strickland 139).

How do I do this strategy?

Introduction

This provides background information on your teaching topic and prepares the learners for the lesson.

Task

This includes an activity that is completable by all and interests all your students. If made for groups, this would identify group roles.

Process

This is a step-by-step guide that facilitates the completion of the activity. To help ensure student success, there should be a clear description of what needs to be done.

Resources

This provides high-quality Internet resources that your students will need to complete the WebQuest. This is often combined with the process through the use of embedded links.

Learning Advice

This section provides directions to students on how to organize their information - many of these include other literacy strategies we have discussed (Double Entry Journals, notebook entries, etc.)

Conclusion

This brings closure to the activity and summarizes what the students should have learned from participation in the WebQuest.

Why should I do this strategy?

This strategy should be used because you get to implement the use of technology in your classroom. Your students will enjoy getting to explore a different medium to complete an activity. Also, this strategy could gather your student's attention because of the different resources they will use.

When should I use this strategy?

This strategy would best be utilized a before or during the reading activity. As a before activity, it will help prepare students for deeper information about a topic they are going to learn. As a during activity, it can be used to perpetuate and add to the knowledge they are currently learning.

Variations

Math - The WebQuest could be used to bring students to different websites to help solve different problems. Also, it could introduce students to websites to help complete troubling problems.

Science - You can have your students complete a lab or experiment using internet resources.

Strickland, Janet. "Using WebQuests to teach content: Comparing instructional strategies." *Contemporary Issues in Technology and Teacher Education,* Vol. *5*, 2nd Issue, p.138-148.

Vacca, Richard, et al. "Learning with New Literacies." *Content Area Reading: Literacy and Learning Across the Curriculum*, 12th ed., Pearson, 2017, p. 48.

Name:_____ Period:_____ Date:_____

Louis Armstrong WebQuest

Directions: First, navigate to the WebQuest web page on a computer or mobile device by typing in the link or scanning the QR code.

https://tinyurl.com/3rm2xwd8

Second, start on the Introduction page and read the information. Next, move on to the Task page. Read through what you need to complete. Continue to do the same with the Process & Resources, Learning Advice, and Conclusion page and answer the corresponding questions.

Introduction

1. What are the 5 important contributions that Louis Armstrong made to jazz music? Which one do you know the most about? What do you know?

Process & Resources

2. What is one interesting fact that you learned about Louis Armstrong from reading the webpage that you picked?

3. If you had to pick one word that would describe Louis Armstrong's music you just listened to, what would it be and why?

Learning Advice

4. What is one piece of knowledge that your partner talked about that you found interesting?

Website Credibility

Derek Butts

What	How
Website credibility is the evaluation of a website and the information in it. Technology is becoming increasingly present in our everyday lives, so it is important to be able to evaluate the credibility of the information. Students will complete this checklist in order for them to compare the usefulness of these websites.	The teacher will provide a checklist for the students to refer to when looking at a website. They will also teach each step as well as how to find the information on the website and why it is important. From there the students will fill out the checklist to the best of their ability and use that information to evaluate the website. There are certain things you look for on websites such as credible authors and unbiased content. The more positive attributes of the websites the more reliable it likely is.

Why	When
Having a checklist is an easy way for students to see the things they need to think about when researching a topic. It provides them with the framework for what a good website looks like and what they should be cautious of. It also teaches them to evaluate the information they come across not just in a research setting, but in a daily life setting as well. It is also very important that they are taught specifically what to look for on a website to determine its credibility.	This strategy is best used as a before and during strategy. The students need to look at certain features of a website prior to going further into the website. It is also used during reading the actual information on the website when evaluating things like the grammar and potential biases in the text.

Variations	Sources
One possible variation of this checklist is to have students use similar thought processes while evaluating other forms of media. In today's world we get a lot of our information from social media such as twitter. It would be beneficial to have students evaluate their preferred source of news.	Burke, Jim, and Jim Burke. *Reading Reminders: Tools, Tips, and Techniques*, Boynton/Cook Publishers, Portsmouth, NH, 2000, pp. 135–136. "Identifying Credible Websites: Identifying Credible Websites." *LibGuides*, 16 May 2020, https://libguides.stark.kent.edu/websites#:~:text=Author%20%E2%80%93%20Information%20on%20the%20internet,that%20the%20information%20is%20reliable. Vacca, Richard T., et al. "Learning with New Literacies." *Content Area Reading: Literacy and Learning across the Curriculum*, Pearson, Hoboken, NJ, 2021, pp. 36–38.

Name: _____ Date: _____ Period: _____

Website Credibility Checklist

Directions: first go to the following website: https://zapatopi.net/treeoctopus/ and fill out the checklist below by circling yes or no. Then go to https://climate.nasa.gov/ and fill out the same checklist.

zapatopi:
- Sites information
  - Author(s): _____
  - Does the website provide any information about the author? Yes or No
  - Is the author qualified to write about the topic? Yes or No
  - Date Published/modified_____
  - Domain: Is it a .gov or .edu? Yes or No (these can't be bought)
- Navigation
  - Is it hard to navigate? Yes or No - Why: _____
  - Are there ads? Yes or No (if it has ads, unlikely to be credible)
  - Are there links to other sites? Yes or No (if yes, more likely to be a credible site)
- Content
  - Has this information been published somewhere besides the web? Yes or No
  - Is the information clear and easy to understand? Yes or No
  - Can you tell whether the information is a fact or an opinion? Yes or No
  - Are the sources this information came from documented? Yes or No
- Bias
  - Is the information in the site biased? Yes or No
  - Are both sides of the "argument" provided? Yes or No

Nasa:
- Sites information
  - Author(s): _____
  - Does the website provide any information about the author? Yes or No
  - Is the author qualified to write about the topic? Yes or No
  - Date Published/modified_____
  - Domain: Is it a .gov or .edu? Yes or No (these can't be bought)
- Navigation
  - Is it hard to navigate? Yes or No - Why: _____
  - Are there ads? Yes or No (if it has ads, unlikely to be credible)
  - Are there links to other sites? Yes or No (if yes, more likely to be a credible site)
- Content
  - Has this information been published somewhere besides the web? Yes or No
  - Is the information clear and easy to understand? Yes or No
  - Can you tell whether the information is a fact or an opinion? Yes or No
  - Are the sources this information came from documented? Yes or No
- Bias
  - Is the information in the site biased? Yes or No
  - Are both sides of the "argument" provided? Yes or No

Website Credibility

Maxwell Johnson

What it is: Website credibility is a reading strategy designed to help students be mindful of the text they read online by evaluating its quality and credibility (Vacca 36). Its primary purpose is to help students think more critically about the text.

How should we use it: Whenever a student interacts with an online text (either one that's given to them or one they find on their own), we should ask them to think about different aspects of the website such as its domain, publisher, sources, purpose etc (Coiro). You can do this with a worksheet if your class hasn't practiced with this strategy before, but it will eventually be a skill that's memorized. Depending on the text and why the student is reading it, it may be valuable to share with the rest of the class whether or not the source is fake so they can avoid it in the future.

Why should we use it: In the digital age, anyone is able to post something online and claim that it is fact. In the education field, this is dangerous as it means that students might fall victim to these tricks and use sources that are completely fake. Teaching students how to avoid these texts will allow them to use sources that improve whatever they may be working on. Additionally, this strategy encourages the students to think critically about not just the text, but the information surrounding it.

When should we use it: You can check for a website's credibility at any point during the reading process. If you can figure out if the source is credible before reading, then you're going to save yourself some time by avoiding it. Sometimes you may be in the middle of reading a text and then stumble across a sentence that makes you question if the information you just read is right. Checking the source's credibility in the middle of reading will allow the reader to understand why they were confused. Checking the credibility of a website after reading may give you the most insight as to whether or not the text is credible. You'll have a lot more context when answering the key questions.

Variations: Aside from the checklist method that I used in my example, another common way to check for website credibility is the C's (there's no specific number as there are many C's you could come up with) (Vacca 38). The C's include questions about the content, citations, continuity or context of a website. Additionally, a student could search for websites that use a questionable text as a source to see whether or not it's credible. There are also aspects of the checklist method that I didn't cover such as recognizing bias in the text (Coiro).

Sources:

"10 C's for Evaluating Internet Resources", U of Wisconsin-Eau Claire, 19 June 2003.

Burke, Jim. *Reading Reminders: Tools, Tips, and Techniques*, Boynton/Cook, 2000.

Coiro, Julie. "Teaching Adolescents How to Evaluate the Quality of Online Information." *edutopia*, George Lucas Educational Foundation, 29 Aug. 2014, www.edutopia.org/blog/evaluating-quality-of-online-info-julie-coiro. Accessed 30 Oct. 2022.

Vacca, Richard T., et al. *Content Area Reading: Learning Literacy Across the Curriculum*, 12th Edition, Pearson, 2017.

Name: _____ Date: _____ Period: _____

WEBSITE CREDIBILITY

Directions: In this day and age, we are getting more and more comfortable with believing whatever we see on the internet, whether it be from a trusted source or not. In this activity, you will follow the link below to learn about an endangered species. Based on the information the website gives you and the series of questions below, determine whether or not this website is a credible source.

Link: https://zapatopi.net/treeoctopus/

Section 1: URL

Is this a personal page or a website? (circle one)

What is the domain?   .com   .net   .org   .edu   .gov   .mil   .us   Other: _____

Who is the publisher? _____

Section 2: Surface Level

Who is the author? _____

How old is the website? _____

Has the website been updated within the past 10 years?Yes   No

Section 3: Information and Sources

Are the sources well documented?   Yes   No

Does the website have working links to its sources?   Yes   No

Does the information seem altered or made up? Why or why not?

_____

_____

_____

Section 4: Your Thoughts

Why was this website published?   Inform   Persuade   Sell   Other: _____

Could it be parody or satire?   Yes   No

Any other things you noticed:

_____

_____

_____

Final Verdict: Real   Fake

Word Problem Roulette

Kennedy Baldwin

What: Word Problem Roulette is a literacy strategy that helps students comprehend word problems by discussing with classmates how to solve them before actually trying to answer them. After formulating an idea with their classmates, they can then express their thoughts in writing. Students will then be asked to share their responses with the class and demonstrate how to solve the problem (Barton 130).

How: First, the teacher will divide the students into small groups of about 3-4 and provide each group with a word problem or prompt. The students will then be asked to evaluate the problem with their groups and discuss the steps needed in order to solve the problem. During this communication stage, the students will be told that they are only to verbalize their thoughts and not to write them down. After their group has formulated a plan on how to solve the problem, each student will take turns writing out each step (in words, not in symbols or equations) to the problem. One they are finished, groups will share to the class by having one student read out the written steps to the problem and having one student actually solving the problem on the board using symbols or equations. Other groups are then able to compare their solutions with one another (Barton 130-131).

Why: Word Problem Roulette makes students collaborate with others before jumping right into solving a problem. This collaboration helps students to spark new ideas and learn from other students' knowledge. Word Problem Roulette allows students to hear ideas from their classmates, reinforcing the idea that there are alternative methods of solving problems. Collaboration with classmates is important because by sharing ideas with others, students are remaining engaged in the lesson and are participating in a deep level of thinking by comparing their thoughts with their peers ("Collaborative Learning").

When: This strategy can be done during and after reading. When done during reading, students can pause at different parts in the reading and evaluate how to go about solving the problem by identifying different variables as they show up. When done after the reading, the students are able to identify all of the information they have gained at once and compare with their group. Either way, the students are still sharing the information that they have gathered from the reading with one another.

Variations: This strategy can be used for various subjects, even when there isn't necessarily a numerical or solvable component to the problem. For instance, this strategy could be used in an English class by giving students a passage to read, and the "problem" that they would need to solve together is determining the overall message of the passage. For history, the students could read an informational passage about a specific historical event, and then brainstorm with their group the preceding factors that caused that event to happen. This strategy could also be accomplished by having different groups swap their written out instructions with one another, and then have the other group solve the problem using the method that the other group came up with.

References:
Barton, Mary Lee, & Heidema, Claire. (2002). *Teaching Reading in Mathematics: A Supplement to Teaching Reading in the Content Areas Teacher Manual* (2nd Ed.). Mid-Continent Research and Learning.
"Collaborative Learning." (n.d.). *Cornell University: Center for Teaching Innovation*. Retrieved October 5th, 2022, from https://teaching.cornell.edu/teaching-resources/active-collaborative-learning/collaborative-learning#:~:text=Why%20use%20collaborative%20learning%3F,%2Dmanagement%2C%20and%20leadership%20skills.

Name: _____ Date: _____ Period: _____

Metric Conversions: Word Problem Roulette

Directions: Read the word problem with your group members below. After you read, discuss with your group how you will solve the problem without writing anything down yet. Once you have all agreed on how you will solve the problem, you will take turns writing out each individual step of the problem. Be ready to share your explanations to the class.

1. For Michelle's science class, she was asked to measure the width of the whiteboard in the classroom. Before she turned her assignment in, she realized that she accidentally measured in centimeters when she was supposed to measure in kilometers. If Michelle measured the whiteboard to be 250 centimeters in length, then how many kilometers is the length of the whiteboard?

   HINT:
   100 centimeters = 1 meter
   1000 meters = 1 kilometer

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

Word Problem Roulette

Haley Wills

Source: Burton, Mary . *Teaching Reading in Mathematics*. *Mid-Continent Research for Education and Learning*, 2002. (pp. 130-131)

What:

The word problem roulette is a strategy that gives students a chance to collaborate on solving problems and then communicating their thought processes and solutions in writing. This strategy gets every student in a group working on and collaborating on the word problem. This eliminates the issue of having one student doing all the work in the group setting. It gets everyone involved and can show the teacher where they are at in terms of understanding word problems.

How:

To use this strategy, the teacher must divide the group into collaborative groups and hand out the word problems that need to be analyzed and solved. From there, have the students work as a group to solve the problem aloud BEFORE they write down on the worksheet. After the problem has been discussed THEN the students can take turns writing down one sentence at a time. Then students will be able to explain their groups thinking and problem-solving to the entire class.

Why:

This strategy could be used to involve students in a group problem-solving activity. It forces all the students to think out aloud and work through a problem orally before they solve the problem. This is important because it helps other students learn from the thinking styles of their peers.

When:

Word Problem Roulettes are best used after reading. This strategy is best used as an after reading strategy because it will allow the students to have a better understanding of how to use word problems and what they are expected to do when answering a word problem.

Variations:

1. This could be used in a science or physics class when they are working with word problems.
2. This could also be used in an English or social studies class because using this strategy will help students learn how to critically think about what they are reading.
3. Teachers could give each group a different word problem and have each of the groups solve their individual problems and then come up to the board and show the groups thought process to the whole class.
4. Teachers could also have students in a group silently write their sentences so that each student can gather their own thoughts from the group discussion.

7th Grade Math Word Problem Roulette

Directions: In your groups, read the word problems below. You are expected to, when prompted, discuss in your groups HOW you will solve the problem. **This part does not require a pencil.** After you are done discussing and have been prompted to pick up a pencil, in your groups each person is going to take turns and write down one step of the problem in words (this means no math symbols or numbers) on the lines provided. Each person will write a sentence and pass it on until the group has solved the problem. Once everyone is done, your group will choose one person to read aloud their solution to the class.

1. There is a sale of shirts. The original price of the shirts was $20, and the shirts are 40% off. How much do the shirts cost now?

   _____

   _____

   _____

   _____

   _____

2. Tickets at an amusement park cost $20 for adults and $10 for children below the age of 16. A family purchases tickets for 4 adults and 6 children. How much did it cost for the family to enter the amusement park?

   _____

   _____

   _____

   _____

   _____

Word Walls, Linear Arrays, etc.

Eliana Aguilar

What?

Word walls, linear arrays, and other vocabulary based graphic organizers all fall into a type of strategy that allow students to interact with vocabulary words and expand their word bank as they progress through a topic, subject or content area that is not just reading over them and memorizing. These organizers allow students to make connections between words, making it easier to learn and remember them. Students should learn the vocabulary that is most useful now and in the future.

How?

You would use these vocabulary strategies after presenting the student with a text or lesson. You would have to interact with the words after the student has been exposed to them so that they may be able to make the connections effectively. In a linear array, the student has to chart spectrums of word definitions (e.g. loudest to softest, oldest to newest, etc.) To make an activity that involves this strategy group based, students can work in pairs/groups to fill out the graphic organizer or have them check in and discuss with a partner/group. Tip: **bold** the words to target specific vocabulary.

Why?

In general, vocabulary strategies are a way to get students to interact with more words and expand their jargon and knowledge of a particular topic subject, in a way that is not just memorization. These vocabulary strategies ensure that students are making connections and finding relationships in the words that they are learning. When students are able to tie a new concept to a connecting point (i.e. another word, past experience, prior knowledge) students will be much more likely to retain it. Learning is cumulative.

When?

A linear array, specifically, is best used after a text or a lesson. The vocabulary words are resourced from the course material. There might be some variations that could be during, for example a strategy where you "collect words as you go" that is more geared to individual learning. These strategies are very helpful when students have to learn a lot of new words or terms within a short period of time. These are adaptable to any content area.

Variations:
- Word wall: use a space on your wall to devote to new vocabulary words so that student can see them frequently, change the words or make it cumulative
- Linear array: use different spectrums (e.g. oldest to newest, fastest to slowest, most to least important)
- Concept target: narrow down one topic and explore the most important vocabulary, student generated vocab or predetermined vocab

Burke, J. (2000). In *Reading reminders: Tools, tips, and Techniques* (pp. 267–269). Essay, Boynton/Cook Publishers.
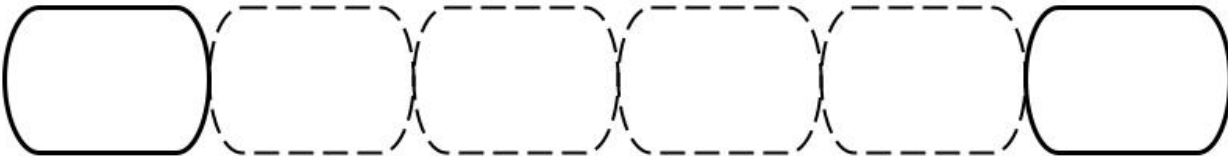
Shanahan, T. (2019, September 30). *Five key principles for effective vocabulary instruction.* Reading Rockets. Retrieved November 4, 2022, from https://www.readingrockets.org/article/five-key-principles-effective-vocabulary-instruction.

Name:_____ Date:_____ Period_____

Dynamics Linear Array

Directions: Read the paragraph below on the topic of musical dynamics. After you finish reading, complete the linear array, ranking the terms left to right from softest to loudest, based on the information given in the paragraph. Make sure to include the name as well as the symbol for each dynamic in the space, for example: *mezzo piano (mp).*

Dynamics is the element of music that describes volume. The two main dynamics we see in music are **forte (f)** and **piano (p).** *Forte* means "loud" and *piano* means "soft". When we double the letter, for example **fortissimo (ff)** or **pianissimo (pp),** it means to make it "very" loud or "very" soft. One more word that we see in dynamics a lot is *mezzo. Mezzo* means "medium" and its symbol looks like this *(m).* When we put it in front of *forte* and *piano,* we get **mezzo forte (mf)** which means "medium loud" and **mezzo piano (mp)** which means "medium soft." All of these dynamics and symbols are the most commonly used in music.

softest   loudest

⬭ ⬭ ⬭ ⬭ ⬭ ⬭

Verb List

abbreviate	arrange	combine	culminate	diversify
absorb	articulate	comment	cultivate	divide
accept	ask	commit	date	document
access	assemble	communicate	debate	draft
accommodate	assess	compare	debrief	draw
accomplish	assign	compel	decide	duplicate
account	assist	compete	decode	echo
achieve	associate	complete	deconstruct	edit
acknowledge	assume	complicate	dedicate	educate
acquire	attempt	compose	deduce	effect
act	attend	comprehend	deepen	elaborate
activate	attract	comprise	defend	elicit
adapt	attribute	concentrate	define	eliminate
add	authenticate	conceptualize	deliver	embrace
address	avoid	concern	delve	emerge
adjust	awaken	conclude	demand	empathize
administer	aware	concur	demonstrate	emphasize
adopt	balance	conduct	denote	employ
advance	become	confirm	depict	empower
advertise	believe	confront	deploy	enable
advise	benefit	conjure	derive	enact
advocate	bolster	connect	describe	encapsulate
affect	brainstorm	consider	design	encompass
affiliate	branch	consolidate	detail	encounter
affirm	break	construct	detect	encourage
align	break down	consult	determine	endorse
alert	bring	contact	develop	endure
allow	build	contemplate	devise	energize
allude	calculate	contend	diagnose	engage
alter	call	contextualize	diagram	enhance
alternate	Capture	continue	dialogue	enlighten
analyze	categorize	contrast	dictate	enlist
anchor	celebrate	contribute	differ	ensure
animate	challenge	Control	differentiate	enter
annotate	change	converge	dig	entertain
answer	characterize	converse	digest	enumerate
anticipate	check	convey	direct	envision
appeal	choose	cooperate	disallow	equate
append	chunk	copy	discern	erase
apply	cite	correct	disconnect	establish
appoint	claim	correlate	discover	evaluate
appreciate	clarify	correspond	discriminate	evolve
approach	classify	counter	discuss	examine
appropriate	cluster	cover	display	exchange
approximate	code	craft	distinguish	exclude
argue	collaborate	create	distract	execute
arouse	collect	critique	distribute	exemplify

exhibit	hold	jump	nurture	probe
expand	hyphenate	justify	observe	problem-solve
expect	hypothesize	juxtapose	obtain	proceed
experience	identify	keep	offer	process
explain	illuminate	key into	offer feedback	produce
explore	illustrate	kindle	omit	progress
expose	imagine	know	operate	promote
express	imitate	lack	oppose	prompt
extend	immerse	lead	order	pronounce
facilitate	impact	learn	organize	prove
fall	implement	Lecture	outline	provide
familiarize	implicate	liberate	pair	provoke
feature	imply	lift	paraphrase	publish
feel	import	line-up	participate	pull
figure	impose	link	perceive	punctuate
find	impress	list	perform	pursue
finish	improve	listen	permeate	quantify
fluctuate	include	locate	persevere	question
focus	incorporate	log	personalize	rank
follow	increase	look	persuade	rate
form	indicate	maintain	pervade	rationalize
format	indoctrinate	make	philosophize	react
formulate	induct	make sense of	photograph	read
fortify	infer	manage	pinpoint	reaffirm
foster	influence	map	pique	realize
fragment	inform	mark	place	reason
frame	initiate	master	plan	recall
function	innovate	materialize	play	recap
gain exposure	inquire	Maximize	plot	recast
gather	Inspect	measure	point	re-categorize
gauge	inspire	memorize	ponder	receive
generalize	instruct	mix	portion	reciprocate
generate	integrate	model	portray	recite
gesture	intend	moderate	pose	recognize
give	interact	modify	position	recommend
glean	interest	mold	possess	reconsider
Google	internalize	monitor	post	record
grapple	interpret	motivate	practice	recount
grasp	interview	move	precede	recreate
grind	intrigue	narrate	predict	recycle
group	introduce	narrow	prepare	redirect
grow	investigate	navigate	pre-read	reduce
guess	invigorate	need	present	refer
guide	invite	negotiate	pretend	reference
handle	involve	notate	preview	refine
harvest	isolate	note	prewrite	reflect
hear	jig-saw	notice	pre-write	reform
help	Journal	number	prime	reformulate
highlight	judge	numerate	prioritize	refuse

refute	review	skim	tailor	verify
regroup	revise	solidify	take notes	view
regulate	revisit	solve	talk	visualize
reinforce	rewrite	sort	target	volunteer
reiterate	role play	sound	teach	vote
relate	sample	source	tell	want
rely	satisfy	sow	test	warp
remember	save	speak	think	watch
remind	say	specialize	thread	weave
reorganize	scaffold	specify	thrust	weigh
repeat	scan	speculate	to have concern	welcome
rephrase	scheme	standardize	train	whistle
replace	scribble	state	transcribe	will
replicate	sculpt	stimulate	transfer	withdraw
report	search	store	transform	witness
represent	see	storytelling	transition	wonder
reproduce	seed	strategize	translate	work
request	seek	strengthen	transmit	worm
require	segment	structure	trigger	write
reread	select	struggle	troubleshoot	Xerox
research	sense	study	try	x-ray
resolve	separate	submit	turn	yammer
respond	sequence	substitute	tutor	yawn
restate	set	subtract	tweet	yearn
restrict	setup	suggest	underline	yell
retain	shape	summarize	underscore	yield
retell	share	supplement	understand	yodel
retire	shift	supply	urge	zigzag
retrace	show	support	use	zip
retrieve	showcase	survey	utilize	zone
return	signal	sustain	validate	
reuse	simplify	symbolize	value	
reveal	simulate	synchronize	vary	
reverse	situate	synthesize	verbalize	

EDUC-411/412 Semantic Feature Analysis for Literacy

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