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Tackle Box   Education

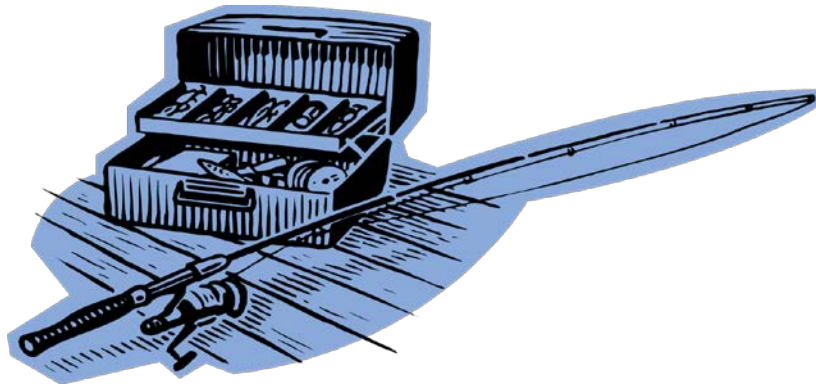Fall 2023

Fall 2023

Augustana College, Rock Island Illinois

Educ-412

Tackle Box

Fall 2023

Preface

In EDUC-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
EDUC-412
Fall 2023

Table of Contents

Annotating Text Erin Morrisey

What: Annotating text is a powerful strategy that helps students identify key elements in a text. Annotating involves marking the text as the student reads. Depending on the text, things students annotate could include meaningful passages/ words, confusing concepts, revealing patterns, main ideas, and any other details the teacher may assign.

How: Teachers need to make sure that they leave enough room for students to make comments in the margins. Teachers need to be transparent with students about the purpose of annotating specific texts so that they know what they are looking for and pay attention to the correct details. Give students clear directions stating the markings they should use and what they should use them for. Students need to be able to look back on the text and remember the connections they made. Students should be discouraged from highlighting only.

When:

Before: Show students an example of an annotated text, explaining the markings and why they are important. This will help the students connect a purpose to the strategy.
During: Students should read the text independently or in groups and annotate based on the teacher's instructions. This will allow the students to make their own connections to the text and enhance their engagement.
After: Have students discuss their annotations with others in the class, and have them compare, ask questions, and explain their reasoning. This will allow students to reflect on the text and gain different insights from their peers.

Why: Annotating texts turns students into active readers, helping them engage more with the text and improving their retention and comprehension. Giving students detailed annotating assignments allows them to better connect to the text by giving them a chance to go back and ask questions or make note of important information that they may have forgotten about if they did not annotate it.

Variations:

Use different markings and symbols that are connected to a specific meaning. There are many options, and they can mean different things depending on your content area.
Underline = linked to a comment in the margins.
Question marks ☐ = linked to a question in the margins.
Stars ☐ = for something the student liked.
Exclamation points ☐= for an important point or main idea.
Circle ☐= for a word that a student does not know.
Post-its ☐= for longer texts, making it easy for students to find what they are looking for.
Clear sheet protector = to annotate a page of a textbook without actually marking the page.

Sources:

Burke, Jim. *Reading Reminders: Tools, Tips, and Techniques*. Boynton/Cook Publishers, 2000, pp. 35, 213-15.

"Annotating Texts." *Learning Center*, 6 June 2022, learningcenter.unc.edu/tips-and-tools/annotating-texts/.

Shakespeare, William. "Sonnet 18: Shall I Compare Thee to a Summer's..." *Poetry Foundation*, Poetry Foundation, www.poetryfoundation.org/poems/45087/sonnet-18-shall-i-compare-thee-to-a-summers-day. Accessed 17 Oct. 2023.

Name: _____   Date: _____   Period:_____

Annotating Text

Sonnet 18: Shall I compare thee to a summer's day?

William Shakespeare

Directions: As you closely read the poem, put a □ next to words or phrases that confuse you, a □ next to words or phrases you find important, and <u>underline</u> words or phrases you want to comment on. Use the space on the right side of the table to comment on your <u>underlined</u> sections and ask any questions you have.

Poem	Annotations
Shall I compare thee to a summer's day? Thou art more lovely and more temperate: Rough winds do shake the darling buds of May, And summer's lease hath all too short a date; Sometime too hot the eye of heaven shines, And often is his gold complexion dimm'd; And every fair from fair sometime declines, By chance or nature's changing course untrimm'd; But thy eternal summer shall not fade, Nor lose possession of that fair thou ow'st; Nor shall death brag thou wander'st in his shade, When in eternal lines to time thou grow'st: So long as men can breathe or eyes can see, So long lives this, and this gives life to thee.	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

<u>What is Annotating the Text?</u>
Annotating the text is the act of taking mental and or physical notes on a given text. Annotations can be assigned by the teacher in order to focus on particular concepts or meanings to look out for, or can be used by the reader to jot down important ideas, recurring themes, as well as any other miscellaneous thoughts the reader might have.

<u>How to Use Annotations-</u>
There are a couple of different approaches to annotating a text. There is the straightforward way of simply writing in the margins of a text, writing any thought that pops into your head. Today, the focus is collaborative annotation. Collaborative annotation is an excellent way to create effective readers and to stimulate the learning process through collaborative work. The teacher starts by handing each group of students a poem, or a short selection from a text. Each member of the group reads it individually, then creates their annotations. What the students are to be looking for is determined by the teacher. For example, what can the student observe about the structure, potential themes, or allegorical meanings. After the student has made their annotations, they hand over the text to the next student, the next student repeats the same process as the first. After each member has created their annotations, they discuss similarities and differences, and will then present their findings to the class.

<u>Why Use Annotations?</u>
Using annotations is a versatile literacy strategy that is applicable to any and all content areas. Also, annotating texts creates more effective readers, as students engage with a text. In addition, students participate in metacognition, and are challenged in the group part of the activity as they may have to justify their observations.

<u>When to Use Annotations-</u>
Annotating texts can be used when a teacher wants students to engage with a text actively, enhancing their overall comprehension and ability to use the text effectively. This strategy can be used with any text, and at any point in the reading process.

<u>Variations-</u>
Annotating texts can be done in groups of four or less. Students can annotate texts on their own, or do so collaboratively. Some variations of the collaborative annotations include "Publishing" annotations which is where a group of students put their annotations on the text on a projector or transparency. This strategy can be used across the content areas and texts.

<u>Works Cited:</u>
Burke, Jim. *Reading Reminders: Tools, Tips, and Techniques*. Boynton/Cook Publishers, 2000.

Whitman, Walt. *Song of Myself*.DoverPublications 2018.

Directions: Read the excerpt from Walt Whitman's "Song of Myself" and make at least one annotation about what the theme might be, what the author is trying to say, or your thoughts and opinions on a certain line. After making your annotation(s) pass this paper to the next member in your group.

The spotted hawk swoops by and accuses me—he complains of my gab and my loitering.

I too am not a bit tamed—I too am untranslatable;

I sound my barbaric yawp over the roofs of the world.

The last scud of day holds back for me;

It flings my likeness after the rest, and true as any, on the shadow'd wilds;

It coaxes me to the vapor and the dusk.

I depart as air—I shake my white locks at the runaway sun;

I effuse my flesh in eddies, and drift it in lacy jags.

I bequeathe myself to the dirt, to grow from the grass I love;

If you want me again, look for me under your boot-soles.

You will hardly know who I am, or what I mean;

But I shall be good health to you nevertheless,

And filter and fibre your blood.

Failing to fetch me at first, keep encouraged;

Missing me one place, search another;

I stop somewhere, waiting for you.

Chunk the Text

Anthony Cooper

Sources: Burke, Jim. *Reading Reminders: Tools, Tips, and Techniques*. Portsmouth, N.H., 2000.

What is Chunking the Text?

Chunking the text is the process of breaking a reading into smaller parts that are easier to digest. This strategy can be used for any size of reading, but it is most effective when it is used on a larger text. The text can be chunked in any way that the reader feels is the most effective way for them to comprehend what they are reading. It is effective for the reader to write a quick one to two sentence summary after each chunk of text so that they are establishing the main ideas.

How Do I Chunk the Text?

Each time you chunk the text you have to think about the nature of the text (length, type, structure, or genre). You then have to determine if you should chunk the text by paragraph, scene, line, or sentence segments. The reader has to evaluate the text and determine the best way to break up the text so that they understand it. While implementing this strategy into the classroom, you can start by chunking the text for the students and slowly implement them doing the chunking on their own.

Why Should I Chunk the Text in My Classroom?

Chunking the text is critical for enhancing reading comprehension. Students can often be discouraged and scared to tackle readings that contain long paragraphs. Chunking the text helps the student break the text into pieces that are much easier to comprehend and lead to a better understanding of the reading as a whole. It can help separate main ideas, highlight important themes, and guide connections of important points.

When Should I Chunk the Text?

This strategy is best used before or during the reading. The strategy can be implemented before the reading when a teacher is chunking the text for the student. The teacher can chunk the text for the students so that they can see how to properly execute the strategy. Once the student gets more comfortable with the strategy they can start to look over the reading and make appropriate chunks on their own. Both the student and teacher can also chunk the text while they are reading. This would involve the reader stopping and reflecting on the main ideas after they finished what they would define as a "Chunk" of the text.

Variations of Chunk the Text

Chunking the text does not have to look like the handout I gave. You can chunk the text into any length you feel is comprehensible. The student can chunk the text into sentences, single words, or they can even chunk the text so that it is made into the formation of a poem. You can physically chunk the text by drawing in breaks of each chunk of text, marking sticky notes at places you want to stop and summarize, or by highlighting sections that you have deemed as a chunk. A teacher can also cut a file folder that makes flaps that cover each section and chunks them. This strategy can be used in all classrooms! Any reading can be chunked including a word problem in Math, the process of Photosynthesis in Biology, or the directions to a project in an Art class.

Chunk the Text: **Pearl Harbor**

Directions: After reading each chunk of text, write a 1-2 sentence summary in the space below the text.

Gov, Census. "A Pearl Harbor Fact Sheet - Census.Gov." Remembering Pearl Harbor, A Pearl Harbor Fact Sheet, www.census.gov/history/pdf/pearl-harbor-fact-sheet-1.pdf. Accessed 9 Oct. 2023.

On December 7, 1941, the Japanese military launched a surprise attack on the United States Naval Base at Pearl Harbor, Hawaii. Since early 1941 the U.S. had been supplying Great Britain in its fight against the Nazis. It had also been pressuring Japan to halt its military expansion in Asia and the Pacific. Japanese Admiral Isoroku Yamamoto conceived the Pearl Harbor attack and Captain Minoru Genda planned it. The Japanese attack on Pearl Harbor began at 7:55 that morning. The entire attack took only one hour and 15 minutes.

Summary:

The attack killed 2,403 U.S. personnel, including 68 civilians, and destroyed or damaged 19 U.S. Navy ships, including 8 battleships. The battleship USS _Arizona_ remains sunken in Pearl Harbor with its crew onboard. Half of the dead at Pearl Harbor were in the Arizona. A United States flag flies above the sunken battleship, which serves as a memorial to all Americans who died in the attack. With the Japanese attack on Pearl Harbor, the U.S. could no longer avoid an active fight. On December 8, U.S. President Franklin Delano Roosevelt asked Congress for, and received a declaration of war against Japan. On December 11, Germany and Italy, allied with Japan, declared war on the U.S. The United States had entered World War II.

Summary:

Chunking the Text

Emma Gocken

What:
Chunking involves breaking down a long or complex text into smaller sections. This makes it easier for students to see the important ideas and themes more clearly. This strategy can be applied to all subjects and any form of text.

Why:
Chunking breaks a text into more manageable pieces, making it less overwhelming (especially for struggling readers or ELL students). Practicing this strategy will allow students to become effective independent readers as they learn to chunk on their own.

How:
It's best to model this strategy for your students the first time they learn it. As they get used to it, they will be able to chunk text on their own. Encourage students to mark the text as they skim and divide it into chunks. Texts can be broken down in many different ways. Some examples include:
- Paragraph
- Stanza
- Scene
- Sentence fragment
- Idea

Possible Variations:
Jigsaw Chunking: Assign each section to small groups and have each present to the class.
Create a Visual: Have students draw or find a picture to represent each chunk.
Summarization: Apply the one word summary strategy to help students summarize each part.

When:
Before: This could be used before reading if you decide to chunk the text for the students before they read the entire text at once.
During: Once they become more independent, students can chunk the text themselves as they skim the entire text.
After: Chunking is a useful way to help students summarize the important parts of the text.

Sources:

Burke, Jim. *Reading Reminders.* Boynton/Cook Publishers, Inc., 2000. pp. 230-232.

"Chunking Teaching Strategy." *Facing History & Ourselves,* 12 Nov. 2009. https://www.facinghistory.org/resource-library/chunking.

Wormeli, Rick & Stafford, Dedra. *Summarization in Any Subject.* ASCD, 2019. pp. 25-27.

Name:_____ Date:_____ Period:_____

Chunking a Work of Art: *Parson Weems' Fable*

Directions: Draw a box and label each chunk by following the teacher's instructions. At your table group, observe your assigned section of the painting and answer the questions. Be prepared to share with the class. Fill in the rest of the worksheet as others present.

Chunk A	Who is the artist? What do you know about him? What can the title tell us about a work of art?
Chunk B	What can Parson Weems' posture and facial expression tell us about him? What is the significance of the red curtain behind him?
Chunk C	What famous fable is being shown here? Why is young George Washington depicted with his adult head?

	Who are the figures in the background and what are they doing?
Chunk D	Why is this significant to the time period that this painting depicts?
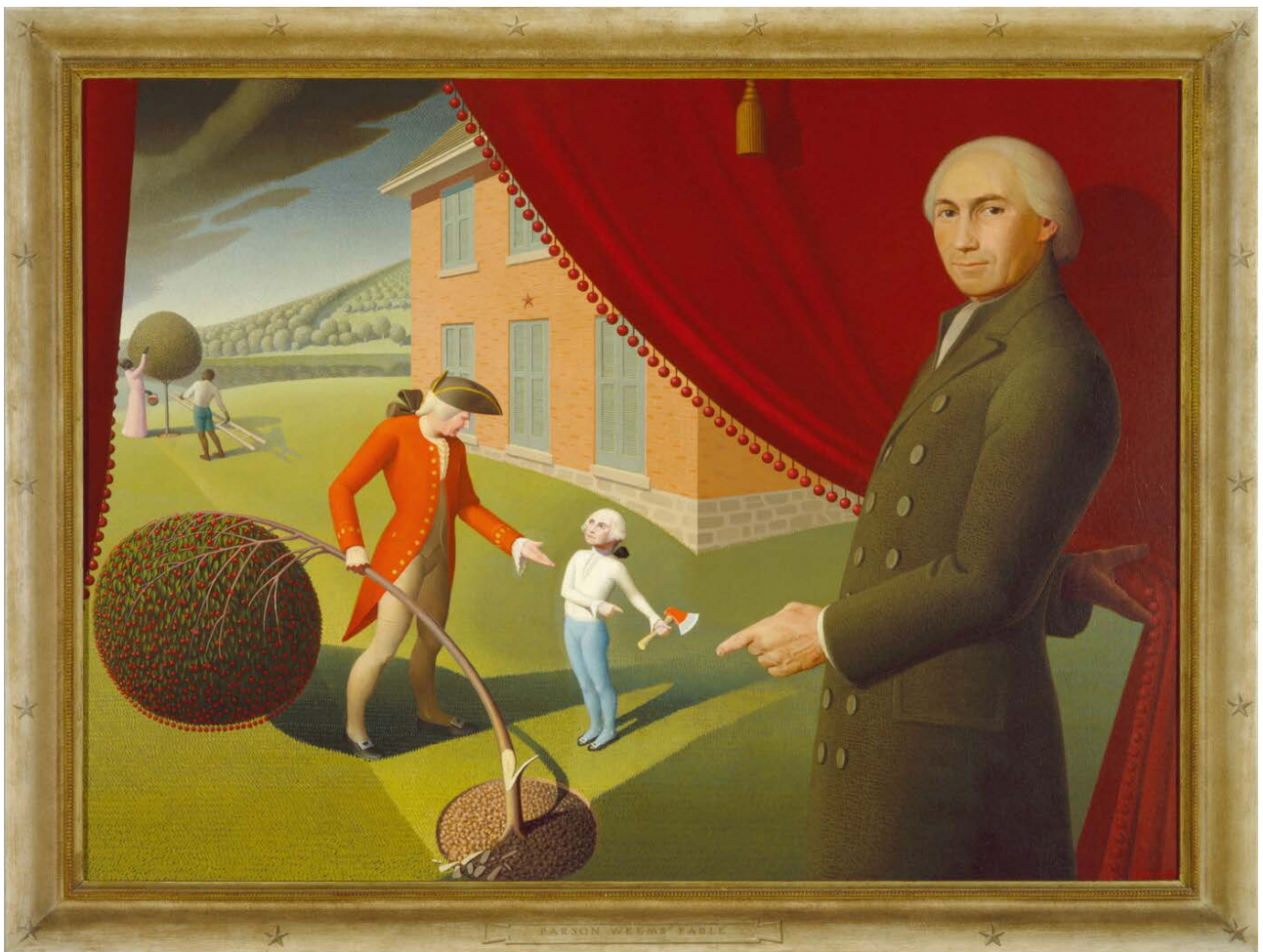
Grant Wood, *Parson Weems' Fable*, 1939. Oil on canvas.

Discussion Web

Allie Majercik

What is This Strategy?	How Do You Use This Strategy?
A discussion web is a literacy strategy that is used to activate prior knowledge and allow students to form an opinion on a controversial issue before reading a text. The traditional format of a discussion web is a controversial question in the middle with two columns on either side for students to consider different sides of the question. Discussion webs also typically include a section at the bottom for students to write down their final opinion on the issue.	Prepare a chunk of text to read either before or after filling out the discussion web, depending on the intended purpose Ask prompting questions to activate background knowledge and review difficult vocabulary in the text After students have filled out their own discussion web, pair them up and have them discuss their views. Form groups of four in order to expose students to even more viewpoints Have students form their own conclusion after the discussion Share conclusions with the class
Why Should We Use This Strategy?	**When Should You Use This Strategy?**
Activates prior knowledge before reading a text Encourages cooperation among classmates Encourages engagement with a text Allows students to visualize their thinking Gives students the opportunity to form their own opinion on an issue, rather than just going along with the majority in the room Provides an alternative to a traditional class discussion	This strategy could be used before, during, or after reading, depending on the teacher's intent. Before: Activates prior knowledge on a subject and prepares students for reading During: Helps students organize their thoughts and opinions as they read a controversial text After: Allows students to keep track of their final thoughts and opinions after reading, and consolidates their thoughts on one page

Variations of This Strategy:
English: Use to discuss a controversial action of a character in a story History: Use to discuss a controversial actions, like the dropping of nuclear bombs Math: Use to break down a word problem into relevant and irrelevant information Art: Use to consider whether or not controversial art should be shown in museums Foreign Language: Use to compare cultures and controversial actions by them

Sources:

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 17 Oct. 2023.

Barton, Mary Lee. *Teaching Reading in The Content Areas.* Aurora: McREL, 1998, p. 160-162.

Vacca, Richard T., et al. *Content Area Reading: Literacy and Learning Across the Curriculum*. Pearson Education Inc., 2017, pp. 180-185.

Name: _____ Date:_____ Period:_____

Discussion Web on Climate Change

Directions: Read the question in the middle of the chart below. Then, consider arguments for saying "yes" or "no" to this question, and write these arguments in the columns on either side of the question. Once these columns are filled out, pair up with someone next to you and discuss your arguments. Then, as a table, discuss all of your arguments for both sides of the question. Finally, write down your own conclusion in the box below the question, based on the arguments you have heard from your classmates.

<table>
<tr><td>

Yes

1.

2.

</td><td>

Is climate change caused by human action real?

Conclusion:

</td><td>

No

1.

2.

</td></tr>
</table>
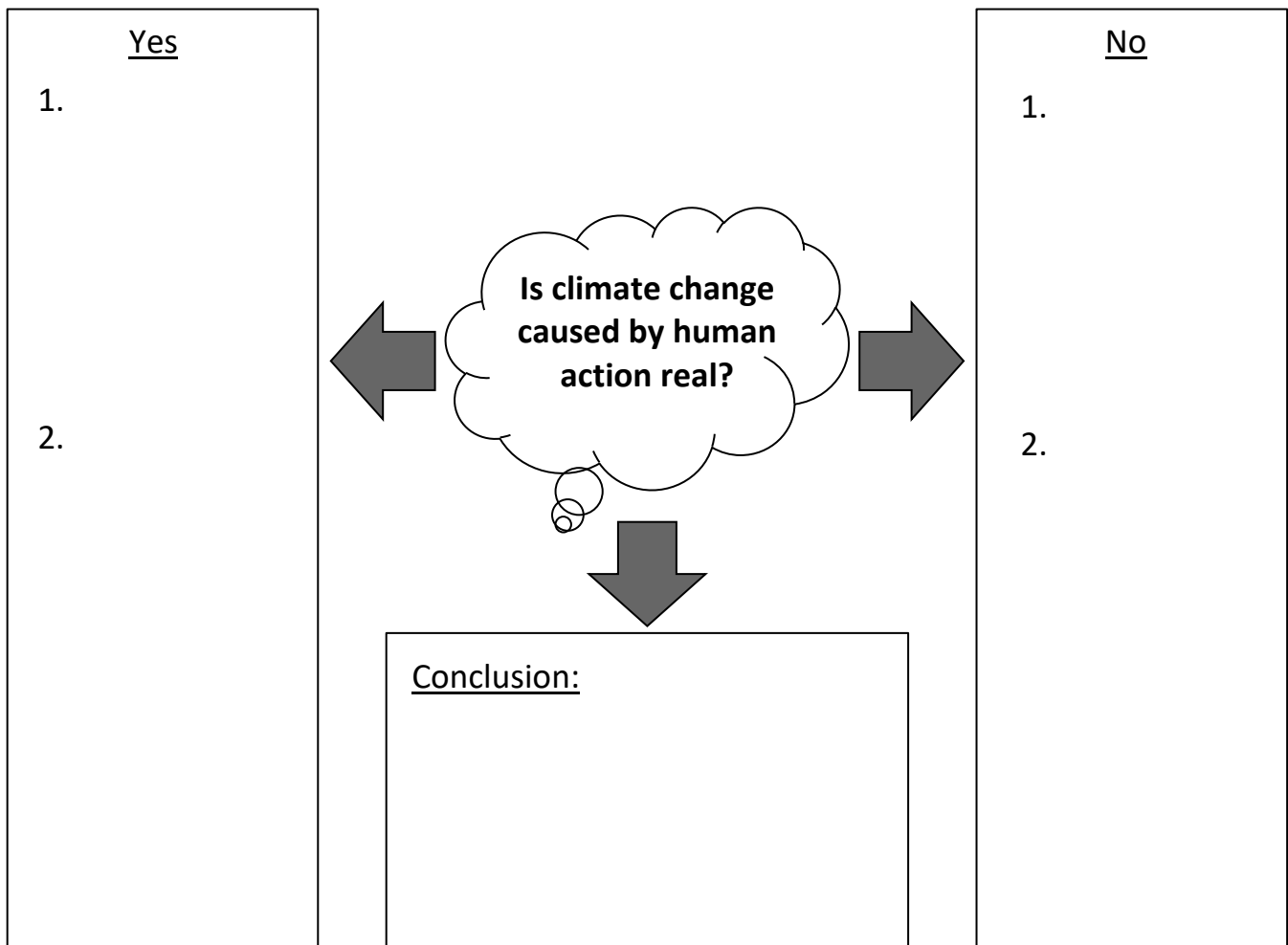
One Word Summaries

Joe Lockwood

What: One word summaries are a summarization strategy that can be utilized in any classroom, regardless of content, as long as some sort of reading is involved. This strategy allows students to identify the most important concept(s) within a text, and, most importantly, develop rationale as to why these are important.

How: Have students read a text and then choose a word (or multiple) that best summarizes what was just read. The most important component is that the students should write a short amount explaining their rationale for picking the word. That amount can vary from a sentence to a page. This can be done individually, in small groups, or as a whole class.

Why: One word summaries allow students to easily and effectively understand the core of not only the text they are reading, but also that process of understanding for future texts. Especially important is the student's explanation of their own rationale, as it ensures that the student has an understanding of their own thought processes and how to improve upon them in the future. Additionally, this strategy allows students to avoid Murphy's Law when writing longer papers, making it so that what is written tends to be more concise and correct.

When: This strategy can really be used anytime during a lesson, after reading a text. It can be especially useful to have students practice one word summaries at the beginning of a lesson, as a means of recapping what had been previously learned.

Variations: This strategy can be adapted in a myriad of ways, for instance, if a student is struggling with coming up with words, the class as a whole can be asked, at the onset of the activity, to come up with a list of words that everyone can choose from. In addition, the structure of the activity can be easily adapted and, instead of the standard method of finding one word and then expanding upon that, students can be asked to write more about the text and then, through that writing, find a word that best fits as a summary.

Name:_____ **Date:**_____ **Period:**_____

One Word Summaries

Read the following passage with your table:

> The Bald Eagle featured on most American currency is actually modeled after a real Eagle named Peter Jefferson. Peter lived within the Philadelphia Mint, during the 1830's, and began to serve as a mascot for those working within the building. Peter was so beloved, that all of the currency coming out of the Mint would, in some way, feature Peter. He would be let out, every night, to fly around the city of Philadelphia, until, one day, he was unfortunately wounded. Peter would later succumb to these wounds and be taxidermied and hung within the Mint, where he remains to this day.

Now, as a table, discuss a few words that best summarize what you just read. This word can be whatever you like. Write some of those words in the spaces below:

_____   _____   _____   _____

Once your table has come up with some words, each table will share out two words that they came up with to the class. These words will be written on the board. Finally, you, individually, will pick one of the words on the board that you think best describes the passage and give a sentence as to your rationale below. (Do not pick a word from your table.):

_____

_____

_____

_____

_____

_____

_____

_____

One Word Summaries

Jack Patting

Wormeli 148-149

What is this strategy?

One-word summaries are a type of instruction used to help students find the most important parts of a text.

How can this strategy be used?

This strategy can be used for anything from a one-paragraph reading to a whole chapter from a textbook. Students can be put in groups, pairs, or even work individually to find the most effective words to describe a text and narrow it down to one. In groups, this can promote deliberation and weighing the options.

Why should we use this strategy?

This strategy is helpful to change the pace of a class. Traditionally students might be asked to write a paragraph, one page, or even more about a text to summarize it. Asking them to decide on one word to use will force them to think critically and practice decision-making skills.

When?

This strategy will be used after reading a text, whether the reading is inside or outside of class is up to personal preference. While reading, encourage students to highlight, circle, or underline key terms that they can look back on.

Variations!

This strategy can be used in almost any classroom when assigning a text. It does not matter the word they chose, but their justification. This strategy works well for very text-heavy classes such as English and Social Studies. However, forcing students to choose the most important word out of a math or science lesson will only benefit them as they will be reflecting on the topic more.

Name: _____Date:_____Period_____

Secondary Sources: One Word Only!

Read through the following paragraph, highlighting, circling, or underlining any words that stick out. Then answer the questions that follow.

Secondary sources are created by someone who did not experience firsthand or participate in the events or conditions being researched. Secondary sources are used to interpret and analyze primary sources. These sources are one or more steps removed from the event and may contain pictures, quotes, or graphics of primary sources. They are used to interpret, assign value to, conjecture upon, and draw conclusions about the events reported in primary sources. Textbooks, edited works, books, and articles that interpret or review research works, histories, biographies, literary criticism and interpretation, reviews of law and legislation, political analyses, and commentaries are all examples of secondary sources.

With your table, decide on 3 words that best describe the main point of this passage.

_____   _____   _____

As a group, choose one that best fits the main point of this passage.

Why does the word that you chose best summarize the passage?

What is POVG?

It stands for Point of View Guide. It is a literacy strategy that has the students use both the information gained from a lesson and some of their background knowledge to assess how well they absorbed the information in the text. This can also serve as a creative and engaging assessment strategy as well. Students always write these in the first person.

How can this strategy be used?

The lion's share of this activity is done after the reading, but the interpretation and personalization of the content can be done during the reading. First, the students are assigned reading and asked to personalize the experience and empathize with the people they are reading about. Then, they will connect what they have just learned to the background information they have about that specific period, and how it relates to them. For example, a student might know that America was going through a civil war in a few years and might want to avoid or join it. Or, they might know that convicts settled in Australia and want to avoid it for that reason. This requires the students to engage with the text personally and will help with their next question, picking a country to immigrate to.

Why should you use this strategy?

This strategy helps students empathize with and understand the humans that made up their history. Oftentimes, students detach themselves from the history they learn. They think that the people of the past were so different from them that they don't empathize and thus don't understand them. It has been clearly demonstrated that encouraging empathy in students is valuable because it allows them to consider multiple perspectives (Yilmaz 2). It is a great assessment tool for students who are especially creative as well, giving them a chance to flex those skills.

When Should I Use This?

This strategy is best used right after a reading, or as a larger assignment to close out a unit or week. It has the students use all of the facts that they learned, while still having them synthesize their ideas about how the events and concepts they learned about may influence people like them. This can also be done in a more informal way, where each student chooses to write from the perspective of a historical figure of their choice and has to do the research themselves. But it can also be applied to many subject areas outside of history. For example, having a biology class write about the processes of a cell from the perspective of a cell organelle, or write about a character from a book from the perspective and voice of another character.

Variations

There are several variations of this assignment, with one notable example being the Unsent Letter. This essentially consists of a student writing a more freeform letter in the style of a historical person, as opposed to answering interview questions, though it is still done in the First Person. Another example of POVGs is the Bio poem, in which a student writes a structured poem while incorporating facts of what they learned into their writing, similar to a puzzle (Vacca 261).

"Irish Diaspora: Discover Where All 7 Million of Them Are Now!" Celtic Titles, 20 Feb. 2023, www.celtictitles.com/blog/irish-diaspora/.

Vacca, Richard T., and Jo Anne L. Vacca. *Content Area Reading: Literacy and Learning across the Curriculum:* International Edition. 13th ed., Pearson, 2021, pp. 258-261

Yilmaz, Kaya. "Historical Empathy and Its Implications for Classroom Practices in Schools." *The History Teacher*, vol. 40, no. 3, 2007, pp. 331–37. JSTOR, http://www.jstor.org/stable/30036827. Accessed 16 Oct. 2023.

Point of View Guide

Directions: Read the following passage. As you're doing this, put yourself in the shoes of the Irish immigrants who left their country, and answer the questions below.

The Irish had been moving away from their homelands in fairly high numbers for some years. But it is probably fair to say that the famine was the final straw in convincing people to move, even if there were several other factors in the decision-making. The Great Famine was a period of mass starvation and disease in Ireland, which lasted from 1845 to 1852. During this period, about 1 million people died and even more fled the country and settled all over the world, although mainly in Great Britain and North America.

Between 1841 and 1851, Ireland's population fell by over 2 million, or around 20%–25%. Some towns were affected so enormously that they lost around 67% of their inhabitants between 1841 and 1851! By 1900 the population of Ireland was about half of its 1840 high and continued to fall during the 20th century. Whilst many still made their way to Britain, there was a degree of discrimination felt there, based on the Irish religion. More was to be gained by immigrating to America from Ireland and the 1848 discovery of gold in the Sierra Nevada was too tempting a lure for many.
(Celtictitles.com)

Question: You are transported back in time, and find yourself in the shoes of an Irish refugee, immigrating out of Ireland around 1847. Using the reading, your background knowledge about these countries in the 1800s, and your personal preference, choose one of the following countries to immigrate to.

Australia   Mexico
England   United States

Why did you personally choose to leave Ireland?
_____
_____
_____
_____

What country have you decided to immigrate to?
_____

Why did you choose this specific country?
_____
_____
_____
_____

Point Of View Guide (POVG)

Scott Dunham

WHAT	HOW
This is a reading strategy that teaches students to think about a reading from a different point of view than their own. It also forces them to think of things beyond the text in front of them.	Students will read a text. The text can be long or short but the more information provided the better. Next, inform the students that they will be roleplaying as the author of that text. Finally, ask questions to the students. These questions can be directly related to the text if the teacher only cares about identification, but this is a perfect reading strategy to test for analytical understanding and the teacher should ask questions that require depth of thinking.
WHY	**WHEN**
Students will not only understand the reading, but also the author. This will give them a better understanding of cultural norms in that time period, biases that the author may have, and the reasoning for the publication of the text.	This reading strategy takes place after reading but students must be advised before hand that an in-depth post-reading activity will be assigned so that they take notes and pay attention.

The activity that we did in class was intended to be a roleplay, but it can be done less formally. The teacher can also just encourage students to think like the author. This would not involve any worksheet. It could also be done more formally and involve a longer activity where students act out a roleplay. One student would make up questions and be an interviewer while the author acts as the author and answers the questions.

Works Cited:

"Declaration of Independence: A Transcription." *National Archives and Records Administration*, National Archives and Records Administration, www.archives.gov/founding-docs/declaration-transcript. Accessed 15 Oct. 2023.

"Point of View Guide (POVG)." *Prezi.Com*, prezi.com/mrczefyogxcr/point-of-view-guide-povg/. Accessed 15 Oct. 2023.

Vacca, Richard T. and Jo Anne L. Vacca. *Content Area Reading: Literacy and Learning Across the Curriculum.* 12th edition. Boston: Allyn and Bacon, 2017.

Name:_____ Date:_____ Period:_____

POVG – Founding Fathers

Instructions: Read the passage below and take notes in the margins or on a separate sheet of paper.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world…

Now, imagine you helped write this document. You are about to be interviewed by a journalist who is critical of your political leaning. Respond in a style that fits with the views you stated in the reading above.

Why do you have the right to revolt from an oppressive government?

What are these "Unalienable rights"? How do you know they exist?

Is Great Britain really that bad? Can't you just deal with it?

Questioning the Author (QtA)

AJ Friel

What?

Questioning the Author is a comprehension strategy that encourages students to ask questions while reading. This strategy develops close reading skills and asks students to consider the author as imperfect and potentially unreliable.

How?

The process of planning a QtA lesson follows a three-step process:

Analyze: Determine potential problems or misunderstandings students may have with the text and identify the author's purpose and main ideas.

Segment: Determine stopping points for discussion.

Develop Questions that will help students read closely and make inferences about the author's intent.

Why?

QtA encourages students to question the author's purpose and potential biases. Students engage with content by carefully reading and interpreting the text. This strategy asks students to think critically and reflect on what they have read by considering the background of the author.

Developing these skills can help students consider credibility when reading in the future.

When?

This strategy is best used during reading. Students should be formulating questions and considering main ideas *as* they read a passage. By demonstrating this strategy with guiding questions to consider as they read, students will develop the habit of close reading.

Variations

After teaching the students about questioning, QtA lessons can ask students to form their own questions for the author instead of answering guiding questions.

For secondary sources or narratives, QtA can encompass the syntax or writing style of a passage.

Science classes can incorporate this strategy by questioning the methods, results, and interpretations of scientific research.

Sources:

Vacca, Richard T., et al. *Content Area Reading: Literacy and Learning Across the Curriculum*. 12th ed., Pearson, 2016, pg 178-180.

Burke, Jim. *Reading Reminders: Tools, Tips, and Techniques*. Portsmouth, N.H., 2000, pg. 177-178.

Teow, Lyndia, and Tan Minying. "Questioning the Author: Building Reading Comprehension Through Classroom Discussion." *Singteach.Nie.Edu.Sg*, June 2017.

Name: _____ Date: _____ Period: _____

Questioning the Author: Samuel Smiles

The spirit of self-help is the root of all genuine growth in the individual; and, exhibited in the lives of many, it constitutes the true source of national vigor and strength. Help from without is often enfeebling in its effects, but help from within invariably invigorates. Whatever is done *for* men or classes, to a certain extent takes away the stimulus and necessity of doing for themselves; and where men are subjected to over-guidance and over-government, the inevitable tendency is to render them comparatively helpless. Even the best institutions can give a man no active help. Perhaps the most they can do is to leave him free to develop himself and improve his individual condition. . . The value of legislation as an agent in human advancement has usually been much over-estimated.

Smiles, Samuel S. *Self Help*. 1859.

Directions: As you read the excerpt, answer the following questions.

What does Samuel Smiles believe about the size of government, especially related to the Industrial Revolution?

How does he view success?

How might Smiles' beliefs differ from those of the working class?

Questioning the Author (QtA)

Bella Casanovas

What is QtA

Questioning the Author is a comprehension strategy that engages students in the text through questioning and discussions. In this strategy teachers help students break down the text into sections so there is an opportunity to pause the students to ask them queries. This strategy is meant to increase the independence of readers and be aware of the choices that authors are making through questioning the author.

How to use QtA

First, you must select and examine a text. Analyze the text by identifying major concepts and potential problems. Then, segment the text by determining relevant stopping points where the text is confusing. Develop a list of questions, or queries, to ask students at these stopping points. There should be a good balance of initiating, narrative, and follow-up questions. In this strategy, the students are responsible for leading the discussion. The teacher should focus more on facilitating the discussions and monitoring the student's understanding of the text.

Why use QtA

Questioning the Author is a strategy that allows students to think critically and analyze the author's meaning behind the text. Students will be able to become more engaged and better comprehend the text. This strategy helps students create the habit of questioning the author as well as discussing the author's intent. This strategy allows students to be the leaders of the discussion while the teacher takes a more facilitated role.

When to use QtA

Questioning the Author is most effective when used during and after reading. This strategy is used during reading to engage students in discussion about what the author is trying to say. Students are asked to answer queries during predetermined pauses in the text to better comprehend the text and the author's intent. This strategy could be used after reading to answer any remaining questions that students are left with.

Variations

This strategy could be used in small groups of 2-4 students or as an entire classroom setting. It is most effective to work in groups because it allows students to have discussions and collaborate with one another. This strategy could be used in a history class to examine the author's meaning behind important historical documents. This strategy could be used in English to analyze the author's meaning in novels, poems, or short stories. This strategy could be used in art to analyze different parts of a composition.

Works Cited

Burke, Jim. "Use Question the Author." *Reading Reminders: Tools, Tips, and Techniques*, Portsmouth, N.H., Boynton/Cook, 2000, pp. 177–178.

Sandora , Cheryl, and Sara DeMartino. "Questioning the Author: A Powerful Approach to Promote Student Understanding of Complex Texts." *Request Rejected*, 16 Mar. 2021, www.ifl-news.pitt.edu/2021/03/ questioning-the-author-a-powerful-approach-to-promote-student-understanding-of-complex-texts/.

Vacca, Richard T, et al. "Questioning the Author (QtA)." *Content Area Reading: Literacy and Learning Across the Curriculum*, 12th ed., Pearson Education Inc, pp. 178–181.

Reading Passage: https://kids.nationalgeographic.com/science/article/climate-change

Questioning the Author (QtA)

Directions As a class, we will read the "Climate Change" passage and answer the questions below.

Climate Change By: Allyson Shaw

During the past few hundred years, oil, gas, and coal have powered homes, cars, and factories. These energy sources release a gas called carbon dioxide (CO_2) into the atmosphere. This gas traps heat that would otherwise escape Earth's atmosphere. That increases Earth's temperature, which contributes to the planet's warming.

That's why many scientists agree that the Earth is now warming because of human activity. Through careful study, they know that the climate is warming about 10 times faster than the average previous warming times. They've also ruled out the natural factors that caused warming in the past.

The Earth's average temperature has increased about 1.5°F in the past hundred years. It doesn't sound like much, but scientists think that the temperature increase has caused melting glaciers, drought, and coral reef die-off. They expect the climate will warm another .5°F to 8.6°F by the year 2100.

Questions

What is the author's perspective on the impact of these energy sources on the environment?

_____
_____
_____
_____

What is the main message the author is trying to convey regarding human activity and climate change?

_____
_____
_____
_____

Why does the author mention the specific increase in Earth's average temperature over the past century?

_____
_____
_____
_____

RAFT

Hugh Keany

What is Raft

RAFT is a writing strategy that assists with reading comprehension. RAFT can be used to create prompts for students to write about a certain text they may have read the night before or during class. This strategy increases reading comprehension and helps develop important writing skills like understanding the audience, and developing format.

Using RAFT:

You can connect this to an in class reading, or an assigned reading from the night before. Your students need to understand the context of the reading in order for this strategy to work. A student will immerse themselves in the text assuming a **R**ole, they will then determine their **A**udience, who they are writing to. They will move on to **F**orm, this can be newspaper articles, blogs, letters etc. What type of writing are they conducting? They will then decide the **Topic**. I find in most cases a topic can be decided for them based on their reading, however previous topics from class can be decided upon individually or collectively. They then develop a short story based on their RAFT, this can take about 5-10 minutes and can be shared in pairs or collectively.

Why RAFT

Raft can be a great strategy to develop writing skills. Who am I writing to, what type of writing, what role, how will I write to them? This can also allow students to be creative and create a personal relationship with their writing. By conducting a RAFT students will **illustrate** text presented to them in their own way, this will **personalize** learning and students will **apply** textual based knowledge when **constructing** the story. RAFT provides context and purpose to writing and they will use ideas from the text to include in their writing.This can give teachers prompts for developing writing skills.

When to use RAFT:

This strategy is best used after reading. This can be a good strategy for students to reflect on their reading and incorporate certain vocabulary or main ideas into personalized writing.

Variations:

This strategy can be completed in partners, but it will be most effective individually. The sharing aspect of RAFT can be done in small groups of 3-4 or as a whole class to discuss different ideas and explore creativity. Whole class discussion can be fun for your students.
Science: Assume the role of a scientist writing to their friend about a breakthrough discovery they have made.
Math: Assume the role of a mathematician that is stuck on a problem, but they have discovered a breakthrough formula to solve the problem and they need to tell their colleagues about.
English: Envision themselves as a poet writing a piece, they must write to a friend on why they have written a specific piece, what the poem reflects about their current state, and why they feel it is an important piece.
Art: An artist who is struggling with conveying a certain theme or message through a piece, you can talk about how the piece makes them feel as the artist, or defend their choice of artistic tool portrayed.

"Did a Snowball Fight Start the American Revolution?" *History.Com*, A&E Television Networks, www.history.com/news/did-a-snowball-fight-start-the-american-revolution. Accessed 25 Oct. 2023.
Vacca, Richard T, et al. "RAFT Writing" *Content Area Reading: Literacy and Learning Across the Curriculum,* 12th ed., Pearson Education Inc, pp. 263-265.

RAFT: Boston Massacre

Directions: Read the following passage about the Boston Massacre. After reading consider Your ROLE, AUDIENCE, FORMAT, and TOPIC. Write your short story in 5-6 sentences.

Plenty had come before to fuel this skirmish beyond any innocent snowball fight. Americans living in the thirteen colonies had grown increasingly disgruntled with British rule during the 1760s. From 1763 to 1767, British Parliament passed a series of laws such as the Sugar Act, the Stamp Act and the Townshend Act which imposed taxes and trade restrictions on everyday goods in the American colonies. They also passed the Currency Act, which prevented the colonies from making new paper money and kept them reliant on British currency.

    The colonists were furious, especially since they had no elected representation in Parliament. Over the next few years, leaders such as Benjamin Franklin, Patrick Henry, George Washington and Samuel Adams spoke out against Britain's increasingly tight grip on their daily lives. Britain eventually repealed the Stamp Act, but then issued the Declaratory Act which gave them complete power over legislation in the colonies.

Directions: Write your RAFT stories here. Be creative and have fun with your story. Immerse yourself in your role. Fill in your RAFT acronym below.

R:_____ A:_____F:_____T:_____

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Let's Unpack R.A.F.T!

Kelsey Kownick

What is RAFT?	How should you use RAFT?
RAFT is a writing activity that encourages complex thinking, content analysis, and decision making for students when choosing a topic to write about. The RAFT acronym stands for **role** (Who are you?), **audience** (Who are you writing to?), **format** (How is the writing presented?), and **topic** (What would you like to talk about?). RAFT can take the form of a chart or a short essay prompt depending on where the teacher would like to perform this activity in their curriculum.	Create a 4-column chart with the labels "Role," "Audience," "Format," and "Topic" with 3-5 choices for students to choose from. Model an example of a RAFT for your students so they can understand a general idea of the activity before composing their own. Allow students time to select their RAFT prompts and compose them. Share the RAFTs in small groups and/or the whole class.

Variations of RAFT include…

Use "Time" instead of "Topic" to specify the setting and time period of the writing.
Add S to the end of RAFT, which stands for "Strong Adverb." This will allow students to utilize tone and add more context to their RAFT(S).
Instead of creating a table, feel free to write a brief prompt that includes each part of RAFT for students to respond to (used for short response or essay response).

Why should we use RAFT?	When should RAFT be used?
RAFT requires students to create a deeper analysis of the content or text rather than a surface level understanding. Allowing students to choose the components of their RAFT(S) promotes free choice, creativity, and ownership of the task. Students will become more motivated to complete the activity if it pertains to a topic they show interest in.	This activity should be used during reading and after reading a text or following a lecture because students need to understand the context of the assignment prior to writing. **During** the activity, students will put themselves into the shoes of someone else, allowing them to think more critically of course material and text. **After** reading, students will be asked to share their responses in either small groups or as a class.

Resources

Wormeli, Rick, and Dedra Stanford, "RAFT(S)," *Summarization in Any Subject: 60 Innovative, Tech-Infused Strategies for Deeper Student Learning*, (Virginia: ASCD, 2019), pp. 159-162.
Vacca, Richard T., and Jo Anne L. Vacca, "Instructional Practices and Strategies," *Content Area Reading: Literacy and Learning Across the Curriculum*, (Pearson Education (Boston: Pearson Education Inc, 2017), pp. 262-263.

Name: _____ Date: _____ Period: _____

RAFT Writing: The American Revolution

R: Role of the Author Who are you?	**A: Audience** Who are you writing to?	**F: Format** How is the writing presented?	**T: Topic** What would <u>you</u> like to talk about?
a Patriot or Loyalist a child in the year 1775 Paul Revere a reporter	King George III The British Parliament The Colonists a soldier's family	a letter a treaty a journal entry a travel report a newspaper article	

Directions: First, circle the bullet point for the **Role**, **Audience**, **Format**, and write the **Topic** you would like to use for your RAFT in the "Topic" chart. Then, compose a short paragraph (4-5 sentences) on the lines provided below.

_____

_____

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_____

_____

_____

_____

How To Read Tests

Nickie Kettler

Sources:

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

What is "How To Read Tests"?

Reading tests is a strategy you can use to teach students how they can effectively read a test to be as successful as possible. Tests are full of various sections with different sets of directions. Without teaching specific skills like *skimming and scanning* the test, doing the *easy* problems first or vice versa, *reading the questions recursively*, *reading through all of the possible answer choices first*, and teaching them *to watch out for traps* they could very well do the test wrong. Furthermore, teaching them to ask themselves why that answer is correct and how they got to that answer can benefit their success. There is always that time that a student knows the content, but reads the directions wrong or does not understand what the question is asking, so they get the question wrong. Thus, teaching them this strategy helps them to be successful on their tests.

How do you teach students to read tests?

You could teach this strategy in a number of ways. You could teach them these skills by giving them a short quiz and in the directions you tell them to practice these skills. You could also go through each skill separately and following you give the students a short quiz in which they practice this. Either way would be effective and you would have to explicitly teach the students how to use each strategy while taking the test or quiz. Furthermore, remind the students of the strategy before every unit test or quiz. You could write the questions they should ask themselves as well as the strategies (skimming, reading through answers, reading recursively etc.) on the board to remind them that by practicing this strategy they will be more successful on the test.

Why should you teach students how to read tests?

The answer to this question is simple, you should teach this strategy to ensure your students can be as successful as possible on your tests and quizzes. More times than not, there will be a student or multiple students who know the content, but read the directions or the question wrong leading to them getting the question wrong, doing too much work, or not doing enough work as might be specified in the directions. This strategy as a whole will help your students be successful on tests and give them more confidence to be able to answer the questions.

When to use this strategy?

This strategy should be used *after* learning. This strategy should be used on tests and quizzes and possibly even homework. Therefore, the students should learn the content, be introduced to the strategy, and lastly use the strategy on their test, quiz, or homework.

Variations:

There are, of course, many different variations of this strategy based on the content and content area. For any content area, teaching the students to read recursively on tests and quizzes which involve reading comprehension is important as it will benefit in the future when the time comes to take the ACT/SAT/AP Exams. Overall, this strategy is universal to any content area, it may depend on which aspect of the strategy you make the most important (e.g., skimming, reading recursively, doing the easy problems first and the hard problems last or vice versa, etc.)

PRACTICE TEST-TAKING SKILLS

Directions: In the following problems, answer to your best ability while practicing the good test-taking skills: Skim through the problems and decide which ones are easier and which ones are going to be more difficult. Read through all the possible answers and eliminate the wrong answers before deciding on your final answer. Watch out for any traps in the answer choices. Read recursively - reading and rereading the question before solving/answering. Finally, ask yourself the questions displayed on the board to ensure you have chosen the correct answer.

Use the distributive property and combine like terms to rewrite the expression in simplest form.

$5(x - 4) + 2x + 6$

$5x - 20 + 10x + 30$

$3x - 16$

$7x - 14$

$7x + 26 = 40$

    2.) Choose the expression that best fits the following sentence:

       2 times the sum of a number and 3 added to 25

$2x + 8 + 25$

$2(x + 3) + 25$

$2x + 3 + 25$

$2(x + 3 + 25)$

    3.) Which of the following sentences is the given expression in words?

       $4(x + 3) - 2x$

2 times a number minus the sum of 3 and a number times 4

The sum of a number and 3 subtracted from 2 and that number time 4

4 times a number added to 3 and subtracted from 2 times that same number

4 times the sum of a number and 3 minus 2 times that same number[1]

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[1] Answers: 1.) C, 2.) B, 3.)D

Reading Tests

Bridget Wunderlich

What is this strategy?	Variations:
This strategy teaches students test-taking skills and how to approach a test in the most effective way. It involves teaching students how to recognize common testing language and formats. It also teaches students what to read and how to read it.	This strategy is applicable to any content area that has any sort of tests. It can be useful for multiple choice questions, but can also easily be adapted for other types of tests such as short answer or essays.
Why do this strategy?	**When to do this strategy?**
Testing is a large part of school and knowing how to take tests effectively is important to student success. By using this strategy, students will be better prepared for all types of tests they will take, both in and out of school. It will be beneficial for tests within the classroom, standardized tests, and any tests students may end up taking later in life.	This strategy is used during test taking to help students take tests effectively. However, it should be taught to students before they take a test.

How to do the strategy:

Skim and scan the entire test
Do the easy questions first
Read all possible answers first before answering
Try to answer the question before looking at the answers
Eliminate wrong answers
Paraphrase the question in your own words
Watch out for trick questions
Read recursively (re-read)
Read the directions and the answer sheet
Answer in the order that works best for you

Sources:

Burke, Jim. "Read Tests." *Reading Reminders: Tools, Tips, and Techniques*,

Boynton/Cook Publishers, 2000, pp. 149–150.

"Technology and Change Reading with Questions: Student Handouts." *Student

Handouts*, 2005, www.studenthandouts.com/american-history/apush-readings/0801-technology-and-change.htm.

American History: Growth and Transformation Reading Quiz

Directions: Start by skimming the reading and the questions being asked. Then, go back and read the passage closely. As you read, keep in mind what questions are being asked and look for the answers in the text. Then, answer the questions. Start by eliminating any obviously wrong answers. Refer back to the text as often as needed to find the answers. Make sure you read each question carefully and know what is being asked.

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Technology and Change

Between two great wars – the Civil War and the First World War – the United States of America came of age. In a period of less than 50 years, it was transformed from a rural republic to an urban nation. The frontier vanished. Great factories and steel mills, transcontinental railroad lines, flourishing cities, and vast agricultural holdings marked the land. With this economic growth and affluence came corresponding problems. Nationwide, a few businesses came to dominate whole industries, either independently or in combination with others. Working conditions were often poor. Cities grew so quickly they could not properly house or govern their growing populations.

War needs had enormously stimulated manufacturing, speeding an economic process based on the exploitation of iron, steam, and electric power, as well as the forward march of science and invention. In the years before 1860, 36,000 patents were granted; in the next 30 years, 440,000 patents were issued, and in the first quarter of the 20th century, the number reached nearly a million.

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Which of the following statements is not true?
This period of rapid growth took place between the Civil War and World War I.
The United States transformed from a rural nation to an urban nation.
There were many businesses that came to dominate the industries.
Workers experienced very poor conditions.

What new technologies developed during this period of growth?
Factories and steel mills
Transcontinental railroads
Flourishing cities
All of the above

How many patents were granted in the early 20th century?
36,000
440,000
Nearly 1,000,000
None of the above

Signal Words and Text Structure

Lauren Oelke

What is signal words and text structure?

Text structure is the way that a passage of text is organized to present information, an idea, or theme. Text structure is split into two categories, external and internal text structure. External text structure is the format features and overall illustration which includes: preface, table of contents, indexes, headings, graphs, charts, illustrations, guide questions, introduction or summary statements. Internal text structure is the text pattern or organization of ideas or information which include compare/contrast, cause/effect, or sequence. Text structure are the words in the text that help the reader connect the text structure to the main idea. Some examples of signal words are: for example, before, on the other hand, and as a result.

How do we teach signal words and text structure?

Teachers should first introduce the two types of text structure, external and internal, in order to show students what to look for. Teachers may use a textbook to show examples of text structure. Once the students have been taught how to look at the structure of a text, we can then introduce signal words. Students could then analyze a text by identifying signal words in a text but underlining or circling them and indicate which text structure is shown.

Why should we teach signal words and text structure?

Signal words help students to quickly identify the overall text structure and the meaning embedded in the text. By teaching students signal words and text structure, they will be able to read more effectively and comprehend the material better. This will also help students to identify the author's purpose and for the student to make connections within the text. When students understand signal words for cause/effect, compare/contrast, sequence, description, and problem/solution, they will understand the difference between main ideas in a section versus main ideas in the whole text.

When do we use signal words and text structure?

Signal words can be used before, during, and after reading. Before reading a text, students can skim the text and examine surrounding headings and illustrations to determine what will be talked about. While reading, students can identify the text structure as they go along. Afterwards, the teacher can ask questions about what the relationship between the sections says about the text as a whole. Teachers can also ask students to identify how they came to their conclusion on the relationship. For example did they use external or internal clues or did they use signal words.

Variations of signal words and text structure

In math, you could teach the students signal words for addition, subtraction, multiplication, and division in word problems. In history, you could ask students to write a one sentence summary of the section which would show the type of text structure is being used. For English, foreign languages, and art you could provide the students with a list of signal words and ask the students to identify them in the text. For any content, you could have them incorporate SQ3R or use sticky notes to mark the type of text structure and what the section's main idea is.

Vacca, Richard T., et al. "Chapter 10: Studying Text." *Content Area Reading: Literacy and Learning across the Curriculum*, 12th ed., Pearson, 2021, pp. 275–279.

Name_____ Date:_____ Class:_____

End of World War II and the Aftermath on Europe

Directions: Read the passage below and **underline any signal words** you see that tell you about the structure of the text. After, answer the questions at the bottom. Make sure to **answer all parts of each question** and **use evidence** from the text to support your answer.

By 1944 the Nazis had withdrawn from Greece. First, a Civil War then broke out between communist and conservatives loyal to the monarchy. Then, Great Britain, which supported the loyalists, negotiated a truce in 1945. Not long after in the summer of 1946 the communist renewed the Civil War. They received aid from the new communist governments in Albania Bulgaria in Yugoslavia. Finally, the Greek government turned once again to the British for help.

Britain is exhausted and almost bankrupt by the war. As a result, in February 1947 the British informed the United States that they would end financial aid to Greece and Turkey and withdraw their troops from Greece. Nevertheless, Britain hoped that the United States would come to aid those countries to prevent communist domination of the region.

By 1948 having a joint government in Germany by the four former allies was impossible. Thus, the three Western powers had taken steps to reunite their zones and revive democracy, but the Soviets opposed reunification. Consequently, Germany blockaded the East German border to all land and water traffic. The people of West Berlin soon faced starvation. Western nations reacted swiftly. This led to the United States and Great Britain organizing an airlift to supply West Berlin. The Berlin airlift provided food and supplies daily to the inhabitants of the western part of the city.

What is the text structure of paragraph 1, 2 and 3?

_____

_____

What is your evidence to question 1? What are the words being used?

_____

_____

How does this passage connect to your prior knowledge about post-war Europe?

_____

_____

Signal Words

Description	Sequence	Comparison and Contrast	Cause and Effect	Problem and solution
To begin with	On (date)	However	Because	
Most important	Not long after	But	Since	
Also	Now	As well as	Therefore	
In fact	As	On The other hand	Consequently	
For instance	Before	Not only… but also	As a result	
For example	After	Either… or	This led to	
	When	Although	So that	
	First	Unless	Nevertheless	
	Second	Similarly	Accordingly	
	Then	yet	If… then	
	finally		thus	

SQ3R

Joseph Burck

What?	How?
This reading strategy is designed for students to break down the parts of a reading to make it more manageable and understandable. Students will use this to better understand materials that challenge their reading ability.	**Survey** means look through the titles, headings, subheadings, bolded words, etc. **Question** means turn the headings into questions. **Read** refers to answering the questions you created as you go through the article. **Recite** refers to saying aloud the answers to your questions while covering up your written out answers. **Review** refers to summarizing what you read in writing and with your own words.
Why?	**When?**
Students will interact with the material in 5 distinct ways with this method. Students will activate prior knowledge as they survey, question the text, activity read with the text with intention, recite/discuss the information within the text, and summarize the important information.	Survey and Question happen **before** reading. These are designed to get students familiar with the text by surveying the layout and major themes. Then, the students generate questions to guide students their reading. Read happens, of course, **during** the reading. Students should answer their questions while going through the material. Recite happens both **during** and **after** reading as a self-check to see if you have answered your questions. Review takes place **after** reading, this should be done as the final summary of the reading.

Variations: This strategy can be a good way for students to build reading with intention as a skill. Students will need to find a purpose for their reading by surveying and questioning before they read. After they read, reciting can be an opportunity for students to think, pair, share, and practice sharing their thought processes with the class. This strategy can be used for chapter readings in textbooks, articles, newspapers, primary and secondary sources, novels, research, and any other dense text that can be made more manageable when viewed broken down.

Resources
"A Brief History of American Automotive Manufacturing." NES Fircroft, NES Fircroft, 21 Oct. 2020, www.nesfircroft.com/resources/blog/a-brief-history-of-american-automotive-manufacturing/#.

Burke, Jim. *Reading Reminders*. Boynton/Cook, pp. 189-190.

"What Is the SQ3R Study Method and How to Use It?" Marbella International University Centre, 10 June 2021, miuc.org/sq3r-study-method/.

Wormeli, Rick, and Dedra Stanford. *Summarization in Any Subject: 60 Innovative, Tech-Infused Strategies for Deeper Student Learning*. Alexandria, Virginia, 2019, pp. 187-189.

Name: _____ Date: _____ Period: _____

SQRRREADING

Directions:

Survey the passage [look through the headings, titles, bolded words] and try to get a feeling for the content.

Turn 2 headings into questions and write them in the space provided (leave space under each question for answers later):

Read the article and write the answer to questions you wrote for yourself.

Fold this page up to cover your answers and answer your question verbally to your shoulder partner.

Review your answers and summarize the article in your own words.

1864: The birth of the petrol powered car

On the other side of the Atlantic, an invention was being developed that would transform the world. German engineer Siedgried Marcus unveiled the first petrol-powered propulsive vehicle in the form of a handcart with wheels powered by an internal combustion engine. By **1885** the first automobile to go into full production would be crafted by Benz Patent-Motorwagen in Mannheim. By the end of the century, they would be producing 572 units per year.

1893: The first American car

As automobile manufacture began to take off in Germany it wasn't long before it made it over to the USA. The first successfully designed American car was created by bicycle mechanics J. Frank and Charles Duryea of Springfield, Massachusetts. Two years later the first American car race was held and won by Frank and Duryea's vehicle. It would be on sale to the public by 1896.

SQ3R

Chyna Denato

Sources:
Burke, Jim. *Reading Reminders*. Boynton/Cook, 2000, pp. 189–190.
Kuther, Tara, Ph.D. "Improve Your Reading Speed and Comprehension With the SQ3R Method." ThoughtCo, Apr. 5, 2023, thoughtco.com/sq3r-reading-method-1685245.
Wormeli, Rick, and Dedra Stafford. *Summarization in Any Subject: 60 Innovative, Tech-Infused Strategies for Deeper Student Learning*. Alexandria, Virginia, Ascd, 2019, pp. 187–189.

What is SQ3R?
This strategy has students *Survey* the reading, *Question* the content, *Read* the passage, *Recite* it in their own words, *Review* it, and make connections. This strategy helps students break things down into easier sections.

How can this strategy be used?
This activity is used before reading, during reading, and after reading
Survey students identify titles, headings, beginning sentences, and bolded words (if applicable)
Question- students generate questions based on the headings
Read- students then read the text trying to find the answer to the questions they created.
Recite- students rephrase the text into their own words to develop a deeper understanding.
Review- the students revisit their questions and be able to answer them or revise them.

Why should I use this strategy?
This strategy helps students focus on the main points of the text by scaffolding the process. It will help in their comprehension skills and to make inferences about what they will read. This strategy works best with larger texts or novels to help break up the information that they take in. Specifically, it works really well with large text that is separated by headers/sections to tell them what each section is about. Great for textbook readings.

When should I use this?
<u>Before</u>- The students will skim the content and form an idea on the basis of the reading and develop inferences on the content. They will then construct questions to get them thinking about the text.
<u>During</u>- During the reading, students will be highlighting or underlining important information throughout and looking for answers to their questions. This also gives them an opportunity to form new questions
<u>After</u>- Finally, the students will summarize the text into their own words and review the text multiple times to answer their questions and discuss as a class what they learned.
This strategy works best with larger texts with multiple headings and subheadings.

Variations?
Some other ways to use this strategy include giving them questions to think about and look for or writing out their summaries instead of doing them orally. This can then be used as a study guide/notes for the students. The students can also do group analysis where each group has a different section to read and share with the class what was most important by giving summaries. You can also add another R-relate where they connect the reading to their life.

SQ3R

Survey · Question · Read · Recite · Review

Chameleons

1) Survey: Look through the text and **skim** the contents to see what catches your attention. Pay attention to titles, **bolded** text, and the first sentence of each paragraph

2) Question: What questions do you have before you read the text?

1. _____

2. _____

3. _____

3) Read: As you read, look for the answers to your questions. You may need to reread and look closely if anything is unclear or reword a question. Do not forget to highlight/<u>underline</u> key information!

4) Recite: In your own words, retell what you read to a partner, and be sure to include <u>key </u>information and <u>vocabulary</u>

5) Review: After reading, review your questions. Did you find your answers? Why or why not? What do you think was most important?

Summarization Pyramids

Arianna Davis

Sources:
Wormeli, Rick, and Debra Stafford. *Summarization in Any Subject: 60 Innovative, Tech-Infused Strategies for Deeper Student Learning*. 2nd Ed., ASCD, 2019, pp. 189-191.
"Summary Pyramids." *Jivespin*, 19 Feb. 2017, jivespin.wordpress.com/2017/02/19/summary-pyramids/.

What is a summarization pyramid?

A summarization pyramid is a strategy a teacher may implement in order to gradually ease their students into more detailed responses. The beginning lines of a summarization pyramid do not ask for much information, and they typically request only a few words. However, as the pyramid expands, the prompts associated with the pyramid's lines begin to demand more from the student. By the end of the summarization pyramid, students should be writing full-length sentences.

How do I create a summarization pyramid?

Grab yourself a sheet of paper or create an online document. On the first line, create a short line (ex:_____) so your students are able to respond in just one or two words. From there, go to the following line and make it longer in length. Repeat this process until you have five to eight lines that create the shape of a triangle on your page. The questions associated with each line should be able to be answered on the line paired with the question. The questions should gradually become more demanding as you continue, and the final line should be able to fit one to two sentences.

Why should I use a summarization pyramid in my classroom?

A summarization pyramid is not only a quick, useful tool for your students to organize their thoughts about a text and the crucial factors of it, *but it is a useful tool for you as well!* By implementing a summarization pyramid into your instruction, you can see how your students are interacting with the text and looking at the given information. It often allows them to produce a variety of different answers that require critical thought about the content of the text. You can use their answers to see how their summarization skills are developing!

When should I use a summarization pyramid in my classroom?

This strategy works best after reading but may also be used prior to reading a text in order to test students' earlier knowledge. The strategy, however, is *most effective after reading a text* because once the content has been introduced, you are more likely to elicit well-thought-out responses and summaries.

What are some **variations** of summarization pyramids?

The pyramid does not necessarily have to be a pyramid, nor does it *have* to have five to eight lines. You know better than anyone what is most effective for your students' learning, so make adjustments as needed. For example, one teacher reversed the process for her students. Instead of asking them for answers to questions, they were instead asked to use Bloom's Taxonomy to create questions that worked with the completed pyramid. Another teacher also chose to separate the pyramid into equal sized blocks. The students were required to fill out more blocks for each new layer of the pyramid ("Summary Pyramids"). You can definitely find ways to be creative with this strategy within your content area. For example, if you are a science teacher teaching about trees and vegetation, structure this strategy with a tree design, and have multiple differing branch and/or root sizes. A history teacher conducting a lesson about the Declaration of Independence might structure their pyramid in the shape of the Liberty Bell. The options for creativity are endless!

Name: _____ Date: _____ Period: _____

Summarization Pyramid Activity

A Focus on Antagonists

<u>Directions:</u> I have given you a copy of an excerpt from **The Hunger Games: Mockingjay**. Using the text I have provided for you, as well as what you have learned about antagonists, answer the following questions.

I'm moving in toward the camera now, carried forward by my rage. "President Snow says he's sending us a message? Well, I have one for him. You can torture us and bomb us and burn our districts to the ground, but do you see that?" One of the cameras follows as I point to the planes burning on the roof of the warehouse across from us. The Capitol seal on a wing glows clearly through the flames. "Fire is catching!" I am shouting now, determined that he will not miss a word. "And if we burn, you burn with us!"
My last words hang in the air. I feel suspended in time. Held aloft in a cloud of heat that generates not from my surroundings, but from my own being. "Cut!" Cressida's voice snaps me back to reality, extinguishes me. She gives me a nod of approval. "That's a wrap."

_____
Who or what is the antagonist? (1-2 words)

_____
How is our protagonist communicating with the antagonist? (2-4 words)

_____
How did the antagonist make the protagonist feel? (4-6 emotions)

_____
What is the conflict the antagonist has caused, according to this excerpt? (1 sentence)

_____
Lastly, write the exact quote (or two) from this excerpt that proves that the antagonist is the antagonist.

Source: Collins, Suzanne. *The Hunger Games: Mockingjay*. Scholastic Inc., 2013. (Taken from the end of Chapter 7)

Summarization Pyramids

Ella DePasquale

What are summarization pyramids? Summarization pyramids are a versatile summarization strategy that come in many forms and sizes. This strategy can be used for all kinds of material and content areas making it flexible and accessible to all teachers. The strategy is set up into sets of 5-8 lines with the idea that as the pyramid moves downward, the lines become longer for more detailed summarization. Above the lines or in a different section on the paper, students are given prompts to help them get started for what they are being asked to summarize.

How do teachers use them? In order for students to use a summarization pyramid, they will need the material or content that is going to be summarized. Once they have the material, they are either given a pyramid or create their own. The teacher gives prompts or questions that require a certain amount of words or sentences when answered. As the lines become longer, the questions gradually go farther in depth or require more thinking. A question at the top may be one word while the very last line is a couple sentences. The questions can be opinion based or open ended as long as they relate to the material being summarized.

Why do teachers use this strategy? This strategy is always accessible, doesn't take a lot of time, and requires little to no materials other than the content the student is learning, the prompts from the teacher, a piece of paper, and a pencil. Students who use pyramids can lay out their ideas or break up important information or key ideas in a neat, organized, and structured manner that makes it easier for teachers to see what the students know and for the students themselves to stay on track and organized.

When should teachers use this strategy? Teachers can use this strategy during, after, and possibly before reading, but using it before will not be as beneficial.
Before- This could work if students have prior knowledge of the subject and the teacher wants to see what the students know, but since it is a summarization technique, before reading is not as effective.
During- Students can use the pyramid to understand the main ideas as they read.
After- Teachers can see if their students are comprehending the material by how they answer the prompts or questions of the pyramid after they read.

Are there variations? Yes, of course there are other variations! Even though the suggestion is 5-8 lines, there is no set amount. Instead of a pyramid, some teachers use a tree with the roots being causes and the branches being effects that relate to the prompts. There are also lots of shapes and objects that can relate to specific content or topics and make learning fun and engaging for students. This strategy can be used for images, text, film, music, and any other content. There are also plenty of websites with templates for pyramids as well as ways students can build and display their own pyramids.

Sources: "Summarization Pyramid." *Summarization Pyramid | Denver Art Museum*, 1 Jan. 1970, www.denverartmuseum.org/en/edu/lesson/summarization-pyramid.
Wormeli, Rick. *Summarization in Any Subject: 60 Innovative, Tech-Infused Strategies for Deeper Student Learning*. Assn Supervn & Curr Dev, 2019. (pages 189-191)

Name:_____Date:_____Period:_____

Summarization Pyramids on Pablo Picasso's Artwork

Directions: Observe <u>ONE</u> of the images below to complete the summarization pyramid.

Night Fishing at Antibes, 1939

Bullfight: Death of the Toreador, 1933

1._____

2._____

3._____

4._____

5._____

Questions:

To clarify what piece you are observing, when was the work you chose created?

How does the work you chose make you feel? List one emotion.

What are two things that your eyes are drawn to when you look at the piece?

Why did you choose this piece? Explain.

What is one question you have about Picasso's work?

Vocabulary Square: Teacher Side

Kaitlyn Niedfeldt

What is a Vocabulary Square?

Vocabulary squares are a way to visually break down difficult vocabulary by having students do a variety of activities which urge them to interact with the vocabulary on a deeper level than just looking up a word and moving on. They will be asked to think about what the word means, how it is used, and ways to show examples of it.

How to use a Vocabulary Square:

There's a variety of ways you can format the square to fit your desired result. For example, I wanted the students to be able to show the word used in a sentence, draw an example of the word, find the definition, and share a way that it would be used in art. Teachers could also ask students to show the part of speech, synonyms, origins of the word, and other variations that can be tailored to the desired comprehension.

Why use a Vocabulary Square:

Vocabulary squares give students more exposure to difficult terms. It asks them to think deeper about the meaning of the word, how it is used, part of speech, and more. Rather than just looking up a word and moving on, students are going to apply the word in various ways which will deepen their understanding of not only what the word means, but also how to use it in and outside of school.

When should I use a Vocabulary Square?

This would be great at any point in a lesson but BEFORE would probably be the most effective. It's a great idea to use it before if you are reading a textbook that gives you chapter terms before each section. I would say before is best because then students will be able to refer back to their vocabulary as they read. For this one, we used it in the context of a BEFORE.

Variations of a Vocabulary Square:

For subjects that require textbooks, this is a great resource to use before they read to introduce terms. In a science classroom, you could use it to introduce key terms or define terms associated with processes such as photosynthesis. For history, you could use it for terms related to historical events such as Ancient Egypt. For English/reading, you could use it for either content required vocabulary or pre-select terms from a reading that you think your students might not know. For math, you can use it for various equations or formulas to identify and define important terms.

Burke, Jim. *Reading Reminders: Tools, Tips, and Techniques*, Boynton/Cook Publishers, 2000, pp. 270/A29.
The IRIS Center. (2012). *Secondary reading instruction: Teaching vocabulary and comprehension in the content areas*. Retrieved from https://iris.peabody.vanderbilt.edu/module/sec-rdng/.

Name: _____ Date:_____Period:_____

Vocabulary Square: Elements of Art

For the vocabulary square, refer to the sheet of definitions to help you create your own vocabulary square. <u>You should create 1 square as a group that should capture one element of art!</u>

Use this website to look up definitions: https://education.ket.org/resources/visual-arts-glossary/

Elements of Art: Line, Shape, Form, Texture, Value, Color

Create a sentence correctly using your word:	Definition in your own words:

Write your term here:

Draw a picture that uses this element:	Write one way you would use this element in art:

Vocabulary Square

Anahi Torres-Cantu

What is this strategy?	**How** to use this strategy?
A vocabulary square is a verbal-visual word association that each student can create for their personal benefit. It is used to help students learn more vocabulary that is presented in texts they read and can focus on in any content area.	Give students a vocabulary list of the main terms (4 or 5) of the lesson in advance. Then they can then complete the square. Give students the text to then read and reference their squares to reduce confusion during the reading process.
Why should teachers use this strategy?	**When** should teachers use this strategy?
Teachers should use this strategy because: It allows an organization for students to break down the word in a way they understand. It is personalized to the student: they can make their own connections and create what makes sense to them. It allows the teacher to observe each student's comprehension of the vocabulary they are learning in the specific content. This is great because it can be overwhelming at times.	**Before**: Provide the vocabulary list of the new lesson in advance. That way students can survey words and identify new words. Then complete the square. **During**: Have students read the text and during reading highlight words that are unfamiliar to them. Work through the square. **After**: Have students read the text through, and then go back and look at the bolded words they did not understand or were new to them while reading. Then have them complete the square.

Variations

This strategy can be used in every content area as they all use vocabulary. However, depending on the content area and specific targets, the boxes can be a variety of things:
English: Prefix, suffix, or root words
History: Historical Date (World War II:Sept. 1st, 1939 to Sept. 2nd, 1945)
Science: Name of the Process (Osmosis, Periodic Table)
Math: Formula (quadratic formula)
Art: Movement/Style (Cubism)

Sources:
Blanco, Jose . *Senderos 1: Spanish for a Connected World*. Vista Higher Learning , 2023, p. 17.
Burke, Jim. *Reading Reminders*. Boynton/Cook, 2000, p. A29.
Hopkins, Gary, and Thomas W. Bean. "Vocabulary Learning with the Verbal-Visual Word Association Strategy in a Native American Community." *Journal of Adolescent & Adult Literacy*, vol. 42, no. 4, 1998, pp. 274–81. *JSTOR*, http://www.jstor.org/stable/40013513. Accessed 2 Nov. 2023.

Name:_____ Date:_____ Period:_____

<u>Vocabulary Square</u>

Directions: Read the text below. As you read, keep in mind the bolded words, as they are vocabulary words for our lesson.

Spanish is spoken here.
In the 16th century, Spanish **conquistadors** brought the Spanish **language** to indigenous **territories**, some of which later became part of the United States, particularly the present-day areas of California, Florida, and the Southwest. They came seeking riches, accompanied by Spanish evangelists spreading Catholicism. Later, when neighboring Mexico gained its **independence** from Spain, most of Spain's western settlements became part of that country. After the Mexican American War, these same areas became part of the United States. And in 1898, Puerto Rico also became a U.S. **territory**. Throughout the 20th century, people from Spanish-speaking countries came to America for a variety of reasons. Of course, they brought their language with them. Many families have now lived in the U.S. for three or more **generations**. As a result, **Spanish** is the main language of 40 million Americans. Plus, there are another six million Americans who are learning Spanish just as you are. There are more Spanish **speakers** than all the speakers of French, Chinese, German, Italian, Korean, Vietnamese, and Native American languages combined. Clearly, *Spanish is spoken here*.

Directions: After reading the text, select a (vocabulary) word that is new to you. After selecting your word fill out the squares below. You may use a device to research the word you have selected.

WORD:

Part of Speech	**Definition (in your own words)**
Picture	**Sentence**

WebQuests

Will Riebel

What is a WebQuest?	How should you use a WebQuest?
A WebQuest is a reading activity that involves guiding students through links to find articles about a particular concept. WebQuests can take the form of a PowerPoint or can be made through websites specifically designed for them. A WebQuest has 5 steps, being **Task** (What am I doing?), **Process** (How am I doing it?), **Resources** (What am I doing it with?), **Evaluation** (What is my product?) and **Conclusion** (What did I learn?).	Create a PowerPoint or use another format that allows for students to follow links. Provide a scenario or challenge for the students to complete Give explicit directions, and make sure the process is numbered and on the first page. Have students take notes about the WebQuest, perform another literacy strategy, or complete another activity of your choice.
Why should we use WebQuest?	**When should a WebQuest be used?**
WebQuests allow students to work at their own pace while also allowing multiple ways for students to obtain information. WebQuests require students to be active participants in their own learning and are shown to be more engaging when compared to if the articles were just handed to them in class. WebQuests are still guided, helping to ensure that students stay on task.	WebQuests should be used <u>before</u> a text to provide multiple outlets for students to receive background information. A WebQuest used <u>during</u> reading can use pages from the text in a fun, original format. WebQuests can also be used at the <u>end</u> of reading as an assessment. In this scenario, the Evaluation will be solutions or answers to questions about the unit.
Variations of WebQuest	
WebQuest can also be used as a long-term research project. Students can go at their own pace, and a large WebQuest can allow them to make their own path through the given information. WebQuests can also include videos and other media to keep the students involved. Because it is online, students can also work together on documents or on group projects.	

Work Cited:

"How to Create a Fun and Educational WebQuest for Your Students?" *BookWidgets*, 13 Feb. 2023, www.bookwidgets.com/blog/2016/09/the-ultimate-webquest-creator.

Wormeli, Rick with Dedra Stafford. *Summarization in Any Subject: 60 Innovative, Tech-Infused Strategies for Deeper Student Learning.* 2nd Edition. ASCD, 2019.

Construction of Nuclear Power Plants in Illinois

Directions: While performing the steps of the WebQuest, write a few advantages and disadvantages of allowing the construction of additional nuclear power plants in Illinois. After completing the WebQuest and the chart, write a conclusion statement on whether additional nuclear power plants should be built in Illinois.

Advantages	Should Illinois allow the construction of additional nuclear power plants? Conclusion	Disadvantages

WebQuests
Sarah Marshall

Sources:
Kurt, Dr. Serhat. "WebQuest: An Inquiry-Oriented Approach in Learning." *Educational Technology*, Educational Technology, 27 Jan. 2021, educationaltechnology.net/webquest-an-inquiry-oriented-approach-in-learning/.
Vacca, Richard T., et al. *Content Area Reading: Literacy and Learning across the Curriculum.* 12th ed., Pearson, 2019.

What is WebQuest?
WebQuest is a "teacher designed webpage that packages various learning tasks and activities for students to complete using internet resources" (Vacca 48). It is an inquiry-oriented activity and either some of the information that learners interact with is online or all the information that learners interact with is online. A WebQuest is organized around different parts, these include the introduction, task, process, resources, learning advice or evaluation, and conclusion.

How is WebQuest used?
Introduction: This is where you introduce the topic that the WebQuest is going to be about. You will provide an overview of the learning opportunity and outline an essential question that students will answer throughout the entire WebQuest. The introduction also serves as the hook. One example is you can set the scene of some sort. In English tell them that it is a mystery, and they are now detectives trying to solve the mystery of who wrote the poem or story. A similar variation could be used in history.
Task: This is where you will describe the task and the main goal that the students will be completing throughout the WebQuest. It will also list any questions that will guide the search for information. Be sure to clearly describe the expectations for the task(s).
Process: In the process section, you will outline the steps and the procedures that the students will complete. These are the steps that the students must follow to complete the WebQuest. Explain very clearly and be sure to give students the appropriate tools. A majority of the process will include research done on online resources that are provided by the teacher.
Resources: This is where you will provide the students with the links to the resources that students will need to complete the task. They can also be added in the process.
Learning advice/Evaluation: Provide students with information and advice on how to display the information that they found. Do you want it in a chart, a poem, an essay, a journal entry, etc.? This is also where you would provide the students with a rubric if you plan on grading the work they make with the information they gained from the WebQuest. Again, be sure to be clear when stating expectations.
Conclusion: Provide a summary of what they should have learned through the experience and bring closure to the project. The conclusion also allows students to reflect on what they learned through the WebQuest.

Why should WebQuest be used?
WebQuests are important because they provide students with the opportunity to engage with the internet to learn. By giving students different resources allows them to develop a deeper understanding of what they are learning. If you provide the opportunity for the students to find a couple of their own resources, it also gives them practice finding resources and determining whether they are good resources to use. WebQuests are also very versatile and a great resource for differentiating learning to adapt to different students' needs.

When is WebQuest used?
WebQuest can be used before, during, and after learning. You can use it before learning to introduce a new topic. They can explore and gain a basic understanding of what they will be learning. You can use it during learning as a way to teach a smaller portion of a lesson. You can use resources that teach a topic so they learn it in a different way that you would teach it. You can also use it after to gain an understanding of what your students learned, and you can use it as a review of a concept.

Variations of WebQuest:
You can change up the WebQuest in any way you want. For example, you don't have to have all your resources that the students are using be online, some can be on paper. You can also change the length of the WebQuest and use the WebQuest for different purposes. You can make the WebQuest shorter which is great for introducing a new topic, exploring a new idea, or reviewing for an evaluation of some kind. You can also make the WebQuest more lengthy and use it as a summative evaluation or end of unit assessment or you can use it to dive deeper into a specific idea in a bigger concept for a more in-depth analysis. You can also make it very creative and fun for your students. In English, History, or Art, you can make it a mystery to have students use online resources to solve who wrote a letter or book or created the piece of artwork. You can use it in science or math to help students relate the subject to the real world in a fun way. Grouping can change as well. You can have WebQuests be an individual thing or you can have students work in small groups.

Link for the WebQuest: https://www.createwebquest.com/percentages-webquest

Website Credibility   Chase Larsen

Sources: Burke, Jim. *Reading Reminders: Tools, Tips, and Techniques*. Boynton/Cook Publishers, 2000.
Vacca, Richard T., et al. "Chapter 2: Learning with New Literacies." *Content Area Reading: Literacy and Learning across the Curriculum*, Pearson, Hoboken, NJ, 2021.

What is website credibility?

Website credibility is a strategy a teacher can use to teach their students how to analyze internet sources before they use them. While the internet offers many benefits to a student's educational experience, there are also issues with the quality and validity of websites. Website credibility is meant to teach students how to critically evaluate websites to avoid any biased, inaccurate, or unreliable information.

How to use website credibility?

As a teacher, you will not be able to hand pick every website a student uses for work in your class. Instead, a teacher can provide their students with the process they need to evaluate the website on their own. This process can be a checklist that asks students to evaluate different parts of the website (author, domain, date published). The teacher should teach the strategy of vetting a source and strongly encourage the students to apply the strategy before using information from a website. Website credibility can then become part of the students' research routine.

Why use website credibility?

Website credibility is vital to the research process. Especially in a day in age where misinformation is widely spread. Many young people rely on social media as their main source of information which can be problematic. Students need to learn how to critically evaluate a source before using it for academic purposes.

When should I use website credibility?

This strategy is most effective when used before reading/researching. This strategy can be implemented before starting the research process. A teacher can model the strategy by showing the students how to evaluate a website. Once the students feel comfortable with the strategy, they can be provided with a short guide that assists them in their evaluation process. The goal is that they will eventually not need the teacher or the physical guide to help them identify poorly created websites.

Variations of website credibility

Website credibility can have a variety of variations. It can be a physical handout that a teacher gives to students. The handout could be a checklist that has students analyze the different parts of a website. It could also be a comparison of multiple websites. Website credibility can be applied to all subjects. It can be for primary sources, peer reviewed articles, pieces of literature or art, or math equations. The process of researching credibility is not limited to internet sources. It can also be used to analyze physical works as well.

Name:_____ Date:_____Period:_____

Website Credibility Checklist

Directions: Fill out the checklist below by navigating the website you choose. Make sure the majority of your checklist can be filled out.

Website Address

_____

What is the domain of the website? (.edu,.com,.org,.gov)? _____

Who is the publisher of the website? _____

Have you heard of this publisher before? _____

What is the reputation of the publisher? _____

_____

Who is the author of the page? _____

Click on their name, what credentials do they have? _____

_____

Have they written other posts? _____

When was the piece published? _____

Is this recent enough to use? _____

Has it been updated at all? If so, when? _____

_____

Look for these indicators of quality:

Are there citations?_____

Are there links to other sources?_____

Is the information complete?_____

Is there bias?_____

Are multiple viewpoints included?_____

_____

Will you be using this source? Write 1-2 sentences explaining your reasoning.

Website Credibility
Ellie Rzeszut

What	How
Website credibility is a strategy used to evaluate media sources in order for students to recognize the practicality of a website they are using. This strategy helps students determine whether or not they should use the information they read from the site.	Have students open a website (either provided by the teacher or the student) Create a checklist with criteria that a credible website would have present Allow the students to examine the various components of the website, referencing the list of criteria Have students draw a conclusion at the end: was the website overall credible?
Why	**When**
Students are increasingly using technology in the classroom. Given this, teachers and students alike should be weary of false information. Students should use this strategy to determine trustworthy sites that they can draw their information from, as opposed to believing less credible information. This strategy also keeps the students much more invested in the site itself, making them engaged investigators of their work.	This strategy should be spread out to apply to before, during, and after reading. Before: Students will browse the website and look for elements of a credible site (*About us* tab, author is listed, year published, etc.) During: Students will discover whether or not the actual material at hand is easy to read and accessible After: Students will give their final impressions of the text: was it biased in any way? Did the author seem well educated?

Variations:
This strategy could be used in various content areas; all teachers would benefit from having students use this strategy on a website they find. Depending on the content area, students can apply the same ideas to analyze the website and collect trusted information. Students can work in groups or individually to investigate a website that is provided by the teacher, or one that they found with their groups. The actual worksheet could be extensive or only highlight a few components like the author and his or her educational background.

Works cited:
Anderson, Maria (2016, October 30). *Five facts about día de los muertos (the day of the Dead)*. Smithsonian Institution. https://www.si.edu/stories/5-facts-about-dia-de-los-muertos-day-dead.
Burke, Jim. *Reading Reminders: Tools, tips, and Techniques,* Boynton/Cook Publishers, 2000, pp. 135-136.
How to tell if a website is credible: Edge learning center. Edge. (2023). https://www.microsoft.com/en-us/edge/learning-center/how-to-tell-if-a-site-is-credible?form=MA13I2.
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Name:_____Date:_____Period:_____

Website Credibility- Día de los Muertos

Using a computer or phone, go to the first website listed below. Investigate the page that opens up, and answer the questions below. Use the second website listed below to fill in the second half of the information.

https://en.wikipedia.org/wiki/Day_of_the_Dead
https://www.si.edu/stories/5-facts-about-dia-de-los-muertos-day-dead

What is the domain in the link?

| .com | .edu | .org | .net | .gov |
| .com | .edu | .org | .net | .gov |

Answer yes or no to these questions as you explore the webpage:

Does the website look official and professional?	Yes	No
	Yes	No
Is the author listed?	Yes	No
	Yes	No
Is the date published within the last 10 years?	Yes	No
	Yes	No
Are all sources documented?	Yes	No
	Yes	No
Does the website have a tab or link to contact the organization?	Yes	No
	Yes	No
Is the information biased or lacking educated explanation?	Yes	No
	Yes	No
Is the author or authors qualified to write about the topic?	Yes	No
	Yes	No
Are there ads on the website?	Yes	No
	Yes	No
Is the information easy to read?	Yes	No
	Yes	No

Conclusion:

Which website would you trust more: Wikipedia.org or Si.edu? Why?

Learning Verbs List

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

factor	hypothesize	jump	multiply	portray	react
fail	identify	justify	narrate	pose	read
fall	illuminate	juxtapose	narrow	pose	reaffirm
familiarize	illustrate	keep	navigate	position	realize
feature	imagine	key into	need	possess	reason
feel	imitate	kindle	negate	post	recall
figure	immerse	know	negotiate	post	recap
find	impact	label	notate	practice	recast
finish	implement	lack	note	pre-assess	re-categorize
flow	implicate	lead	notice	precede	receive
fluctuate	imply	leap	nullify	predict	reciprocate
focus	import	learn	number	prepare	recite
follow	impose	Lecture	nurture	pre-read	recognize
follow-up	impress	lend	observe	prescribe	recommend
Force	improve	liberate	obtain	present	reconsider
foreshadow	include	lift	offer	presume	record
form	incorporate	line-up	omit	pretend	recount
formalize	increase	link	operate	preview	recreate
format	indicate	list	oppose	prewrite	recruit
formulate	indoctrinate	listen	order	pre-write	recycle
fortify	induct	locate	organize	prime	redesign
foster	infer	log	outline	prioritize	redirect
fragment	influence	look	overcome	probe	reduce
frame	inform	maintain	pair	problem-solve	reenact
function	initiate	maintain	paraphrase	proceed	reevaluate
gain	innovate	make	participate	process	refer
gather	inquire	make sense of	pause	produce	reference
gauge	Inspect	manage	perceive	profile	refine
generalize	inspire	manipulate	perform	program	reflect
generate	Institutionalize	map	permeate	progress	reform
gesture	instruct	mark	permit	project	reformulate
get	integrate	master	persevere	promote	refuse
give	intend	match	personalize	prompt	refute
glean	interact	materialize	persuade	pronounce	regroup
Google	interest	Maximize	pervade	propose	regulate
govern	internalize	measure	philosophize	prove	reinforce
graph	interpret	meet	photograph	provide	reiterate
grapple	interview	memorize	phrase	provoke	relate
grasp	intimidate	mention	picture	publish	rely
grind	intrigue	mentor	pinpoint	pull	remember
group	introduce	minimize	pique	punctuate	remind
grow	invent	mix	place	pursue	reorganize
guess	investigate	mobilize	plan	push	repeat
guide	invigorate	model	plant	qualify	rephrase
handle	invite	moderate	play	quantify	replace
harvest	involve	modify	plot	question	replicate
hear	isolate	mold	point	quote	reply
help	jig-saw	monetize	polish	raise	report
highlight	jog	monitor	poll	rank	represent
hold	Journal	motivate	ponder	rate	reproduce
hyphenate	judge	move	portion	rationalize	request

require	showcase	synthesize	watch
reread	sift	tailor	weave
research	signal	take	weigh
reshape	signify	talk	welcome
resist	simplify	target	whistle
resolve	simulate	teach	will
respect	sing	tell	withdraw
respond	situate	test	witness
restate	size (or size-	testify	wonder
restrict	up)	theorize	work
retain	sketch	think	workshop
retell	skim	thread	worm
rethink	solidify	thrust	write
retire	solve	to have	Xerox
retrace	sort	track	x-ray
retrieve	sound	trade	yammer
return	source	train	yawn
reuse	sow	transcribe	yearn
reveal	speak	transfer	yell
reverse	specialize	transform	yield
review	specify	transition	yodel
revise	speculate	translate	zap
revisit	split	transmit	zero in
reward	standardize	trigger	zigzag
rewrite	state	troubleshoot	zip
rise	stimulate	try	zone
role play	store	turn	
sample	storytelling	tutor	
satisfy	strategize	tweet	
save	strengthen	underline	
say	stretch	underscore	
scaffold	structure	understand	
scan	struggle	unify	
scheme	study	update	
scribble	stylize	urge	
sculpt	submit	use	
search	substantiate	utilize	
see	substitute	validate	
seed	subtract	value	
seek	succeed	vary	
segment	suggest	verbalize	
select	summarize	verify	
sense	supplement	view	
separate	supply	visit	
sequence	support	visualize	
set	suppose	vocalize	
setup	survey	voice	
shape	sustain	volunteer	
share	switch	vote	
shift	symbolize	want	
show	synchronize	warp	

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