

Fall 2016

Fall 2016

Augustana College, Rock Island Illinois

Follow this and additional works at: <https://digitalcommons.augustana.edu/eductackle>



Part of the [Education Commons](#)

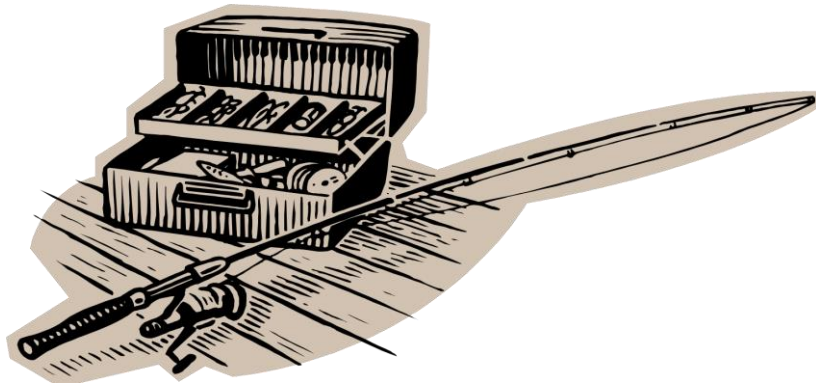
Recommended Citation

"Fall 2016" (2016). *Tackle Box*.

<https://digitalcommons.augustana.edu/eductackle/1>

This Book is brought to you for free and open access by the Education at Augustana Digital Commons. It has been accepted for inclusion in Tackle Box by an authorized administrator of Augustana Digital Commons. For more information, please contact digitalcommons@augustana.edu.

EDUC-411/412
TACKLE
BOX



FALL 2016

Table of Contents

3-2-1	Olivia Covert-Proctor	4
Academic Journals	Kristen O'Malley	6
Annotating the Text	Ben Groselak	8
Chunk the Text	Kellen Price.....	10
Concept Map	Kristen O'Malley	13
Context Clues	Sierra Scanlan	15
Dense Question Strategy	Elisa Wentz.....	17
Discussion Web	Luke Turelli	19
Elements of a Text	Douglas Williams	21
Evaluation Textbooks & Tradebooks for Classroom Use	Brianna Hartney	23
Exclusion Brainstorming	Kellen Price.....	25
Extended Anticipation Guide	Sylvia Salinas	27
IEPC Method	Helena Smiley.....	29
KWL Strategy	Raven Hoffman.....	31
Literature Circles & Book Clubs	Gabrielle Snyder	33
Microthemes	Zach Hall.....	35
One Word Summaries	Mackenzie Leatherman	38
PMI Chart	Raven Hoffman.....	40
Point of View Guide	Sierra Scanlan	42
Questioning the Author (QtA)	Megan DeRoeck.....	44
Read Alouds	Dana Burhorn.....	46
Reading Images	Helena Smiley	49
Reading Tests	Olivia Covert-Proctor	51
Repeated Reading	Mackenzie Leatherman	54
Save the Last Word for Me	Ben Groselak	56
Share One; Get One	Megan DeRoeck	58
Sustained Silent Reading (SSR)	Monica Gil	60
Summarization Pyramid	Brianna Hartney	62
Using Picture Books as a Hook	Olivia Weismann.....	64
WebQuest	Nelle Conley	68
Website Credibility	Sylvia Salinas.....	70
Word Sort	Douglas Williams	72
Word Splash	Tyler Rubarts	74
Word Walls & Linear Arrays	Gabrielle Snyder.....	76
Word Problem Roulette	Elisa Wentz	78
Writing to Learn	Tyler Rubarts	80

Learning Verbs.....83

Table of Contents - Continued

EDUC-411/412 Semantic feature Analysis for Literacy Strategies.....84
EDUC-411/412 Semantic feature Analysis for Literacy Strategies.....85

Sources:

"3-2-1." *Reading Strategies*. University of Central Florida, n.d. Web. 22 Oct. 2016. Wormeli, Rick.

"3-2-1." *Summarization in Any Subject: 50 Techniques to Improve Student Learning*. Alexandria, VA: Association for Supervision and Curriculum Development, 2005. 39-40. Print.

What: This strategy is a summarization strategy that also checks for understanding from a student. Summarization is an important skill that all students should have. It is a skill that they use in everyday life, it is a skill that they use in multiple classes in multiple subject areas, and teachers can use it to check for understanding. The 3-2-1 technique is a way to check students' understanding about a reading, or even a certain topic, while getting concrete evidence of that understanding.

How: The 3-2-1 strategy is aptly named. Teachers will ask three different questions and prompt students to give three answers to the first question, two answers to the next question, and one answer to the last question. Because of this layout, teachers need to pay attention to how many responses they need with their particular questions. Some questions might only need one answer, but others might require more thought and might be a good idea for the three category.

Why: Summarization is a key skill that all students should know how to do. Plus, teachers need to be able to check for their students' understandings. This technique does both. Students summarize, usually a reading with this technique, but a general topic could be summarized, by answering different numbers of questions. Teachers can then use this to check for understanding.

When: Because this is a summarization activity, it is best served to be done after a unit/topic is taught. However, this activity can be done during a unit/topic in order to check for understanding before moving on to a new topic within a lesson. This tool could be adapted for any grade.

Variations: This is a universal tool. Foreign language can use this after difficult readings. Math can do this about formulas or specific problems in a unit. Music could do this when reading text or reading music. Science could use this as a follow up to a lab or when reading dense text. Finally, English and History could use this for any readings that would be particularly hard for their students.

Name: _____ Stunde: _____ Datum: _____

3-2-1

Anleitung: For each category, answer the prompt, writing either three, two, or one answers to the question.

III. List three things that caused the Bundestag to vote on BND reforms?

A. _____

B. _____

C. _____

II. What two things does the new law propose?

A. _____

B. _____

I. What is the job of the panel that would oversee the BND?

A. _____

Academic Journals.....Kristen O'Malley

Outside Sources: Good, Jennifer M., and Patricia A. Whang. "Encouraging Reflection in Preservice Teachers through Response Journals." *The Teacher Educator* 37.4 (2002): 254-67. Web.

Summary: Academic journals give students the opportunity to creatively express their response and ideas to the text or lesson by answering questions that require personal reflection. There are three types of academic journals: response journals, double-entry journals (DEJs), and learning logs.

What: Response journals allow students to record their feelings or opinions on the text. The questions that students answer when recording their response to the text can vary from visual stimuli to situations that require stimulated thinking. The response journal is meant to demonstrate their thoughts, reactions, and how much of the content the student understands. Response journals must also be lenient to any grammar or mechanical errors. A DEJ is an adaptation of the response journal. Students create or are given a two-column format. On the left side students take examples or quotes from the lesson, text, or video. On the right side students respond to the example they've used and explain their interpretation, understanding, or reaction. Learning logs are another dimension of personal learning. The journals are meant for the student and the teacher. In their journal, students write about their learning along the lines of what did they or didn't they understand, what they liked about the lesson, how they feel about the content, and what can help them understand the lesson for effectively.

How: There are several ways to go about a response journal. However, the purpose of each method is to record their thoughts and understanding of the content, while encouraging internal talk to be used in the writing. To accomplish this, teachers ask the students questions that stimulated their thinking into answering what they understand of the text and how they feel about it. Teachers must use prompts that include visual stimuli, read-aloud, or questions that create stimulate thinking. To accomplish a DEJ, students are given or make a two vertical column format. The top of the left column ask a question about the text or something that happened in the lesson. Students are allowed to fill the left column with whatever evidence they feel is appropriate. The left column then asks the students to personally respond to the evidence. This can include questions such as "What does this mean to you?" or "How did this help you better understand the content?" For learning logs, students should be given five to ten minutes after class to write in their own language how they felt about the class, content, or text.

Why: Students use academic journals to help them explore and create a better understanding of how they feel and can comprehend of the text. This is done through academic journals because teachers encourage students to use every day and internal language when completing their academic journal, regardless of the format. By using an internal talk when writing in their academic journals, students work on their skill of communicating how they feel about the text or lesson, and allows them to take risks. Instead of focusing on the grammar or spelling errors, teachers can focus on the students thinking and understanding of the text or lesson.

When: Response journals can be used during or after the text. Based on the format, students can write their response on the text while they're reading it to better accurately record their feelings or thoughts on the text at that very moment. It can also be used after the text and use evidence and interactions with the text to demonstrate the students' understanding. DEJs can also be used during the text. Students can take evidence from the text while reading to complete the left column and respond to evidence to better describe how the student feels or understands the evidence at the time. Learning logs are to be used after a reading. This allows students to reflect on their text or the learning at the end of the class period.

Variations: Any content area can use academic journals. An English class can create character journals that allow role-playing. In a math class, students can a math autobiography, so that teachers can get collect an understanding of what their students know and what they like in a math class. A foreign language class can also use character journals, to try and develop a perspective of living in a different culture. Music can use a DEJ to write what they understand and/or feel about different pieces of music. For a science class, students can use a DEJ when watching an experiment. They can record parts of the experiment and explain how it helped them understand the content.

Double-Entry Journal

Directions: In your groups, read the poem by Holocaust survivor, Alexander Kimel. After you have finished reading the poem, choose three quotes from “I Cannot Forget” and copy them below quotes. In the box next to the quote, write your own interpretation or reaction of the quote. Afterwards, we will discuss our chosen quotes and interpretations as a class. Finish the backside for homework.

Quote	Interpretation/Reaction

Annotating the Text.....Ben Groselak

Sources:

- Vacca, Richard T., et al. *Content Area Reading: Literacy across the Curriculum*. Pearson, 2014. 334
- Burke, Jim. *Reading Reminders: Tools, Tips, and Techniques*. Boynton/Cook, 2000. 213-215
- Fisher, Douglas, and Nancy Frey. "Improve Reading With Complex Texts." *Phi Delta Kappan* 96.5 (2015): 56-61. *Academic Search Complete*. Web. 9 Oct. 2016.
- Brown, Matthew D. "I'll Have Mine Annotated, Please: Helping Students Make Connections with Text." *English Journal* 96-4. (March 2007): 73-78.

What? Annotating the Text is a strategy that is part of Selective Reading Guides. As the name implies, these strategies are used to help guide the reader through a text. These strategies, especially annotating the text, help build skills for students to help them in the future. Annotation can be very guided by telling students what to mark in the text, or unguided by telling the students to mark up the text in a way that makes sense to them.

How? There are many ways that teachers can utilize annotating the text. Teachers can tell the students exactly what to look for to guide them through a difficult reading. Teachers can give some direction and tell students how to annotate, but not telling them what to necessarily look for. Teachers can also tell students to annotate the text in a way that makes sense to the student. However, this should only be done if students have had experience with annotating.

Why? Annotating the text has been shown to help students comprehend text at a deeper level. Matthew Brown says that allowing students to connect to the text is vital to students being able to actually understand what the text is saying. This makes sense in that a key part of learning in general is being able to make connections to what you are learning to make the information more meaningful.

When? This strategy is best used as a *during* reading activity. Students should be annotating the text by marking down important information, questions, confusions, or anything else that jumps out at them as they are reading the text. This could also be done as a *before* reading activity if the teacher has the students preview the text and take note of the important parts of the text to focus on when they read the text.

Variations: This strategy can be used in all content areas. In a science class, annotating the text can be used to help students make meaning of difficult text in the textbook. Similarly, students in a history classroom can annotate text to look for important dates, themes, or people. In a music history textbook, this can be used to note important people, styles, or patterns. In an English class, students can annotate the novels they are reading to make personal connections. In foreign language textbooks, this strategy can be used to allow students to mark what they understand and words they do not know yet. And finally, in math, this strategy can help students notice when to add, subtract, multiply, or divide in a word problem.

Annotating the Text

Directions: Read the following word problem. As you are reading, circle any numbers that are necessary to solve the problem. Cross out any numbers that are irrelevant to solve the problem. If you see a word that calls for addition, write a “+” above the word; if a word is indicating subtraction, “-“, multiplication “x”, and division, “÷”. When you have finished reading, solve the problem on a separate sheet of paper.

In 2007, Jane had collected 58 stamps from 7 of her friends. Two years after that, she had split her collection in half and given half of it to her grandchildren. After that, she had gone to 12 different stores to collect 31 more total. In 2010, Jane was visiting one of her friends who doubled Jane’s current collection. Jane was so excited that she gave her friend 2 hugs and baked her 20 cookies. Jane was very pleased with the collection she had made. In 2011, her grandchildren visited, and Jane gave them a third of her collection. Jane was happy to share her love of stamps with her 5 grandchildren. Three years later, Jane was at a thrift store on 3rd Avenue and bought 50 more stamps. Each stamp was on sale for 60% off! Finally, it is 2016, and Jane decides to give 10 of her stamps to the historical museum, located 7 blocks away from her house on 53rd Street. Jane is happy with her collection now, and is excited to tell her grandchildren how she collected each and every one of her stamps. How many stamps does she have now?

Chunk the Text.....Kellen Price

Sources:

Burke, Jim. *Reading Reminders: Tools, Tips, and Techniques*. Portsmouth, NH: Boynton/Cook Publishers, (2000) 230-232

Casteel, C. "Effects of chunked reading among learning disabled students: An experimental comparison of computer and traditional chunked passages." *J. EDUC. TECHNOL. SYST.* 17.2 (1988): 115-121.

"Www.syracusecityschools.com." N.p., n.d. Web. 23 Oct. 2016.
[http://www.syracusecityschools.com/tfiles/folder716/Chunking the Text.pdf](http://www.syracusecityschools.com/tfiles/folder716/Chunking%20the%20Text.pdf)

What? Chunking the Text is a literacy strategy that breaks down text. For example, in a speech or in any primary source that can be lengthy and have difficult language, students can “chunk” or breakdown the text by stanza, paragraph, line etc. and decode the author’s intentions. The name of the strategy implies what students need to do to gain reading comprehension.

How? There are multiple ways to chunk the text, largely depending on the type of text that is used. For example, in a speech, I would chunk it by paragraphs or stanzas. An effective teacher ought to model chunking by thinking aloud how to break text down and summarize it. Also explain why you chunked the text the way you did? If students are conscious of how they break text down, their thoughts will be organized and there will be clear paraphrasing of text.

Why? Text can be intimidating regardless if a reader is advanced or not. By chunking text, students gain higher comprehension of the text, scaffold new schemas, and can apply these new ideas in a variety of formats. Moreover, if students have greater comprehension, they won’t be lost. All in all, it is an empowering, simple, and effective tool that all teachers should use.

When? Annotating and chunking can go hand in hand. I want to model to my students to annotate and chunk whenever they read written text. By constantly disentangling text, it will allow students to grasp fine details and the big picture. For practical purposes, chunking the text can be most effective with longer text or text with difficult language.

Variations: This method can be used very frequently in a social studies and English class. In both subjects, an effective teacher is introducing text all the time. Therefore, when text that have abstract concepts, are lengthy, or have difficult language, this method is quite suitable. In foreign language, this method is done often as well. English speakers will need to continually break text down to translate what is said. In math, text that can be chunked are formulas. Math has a lot of syntax which can be chunked or such as deciding when to use different formulas. In Science, it can also be used if students are summarizing notes, or scientific journals in class. In music, directors can chunk difficult portions of pieces for students to practice with their instruments.

Chunk the Text

Directions: In today's class, you will read FDR's Day of Infamy Speech. In this address, President Roosevelt speaks to congress and asks for permission to declare war on Japan. In this exercise, you will "chunk the text" or break it down into sections. After breaking it down, you will annotate or summarize what is being said on the margins. Afterwards, we will have a class discussion on your findings. Lastly, you will need to work in groups of 3-4 to chunk the text effectively.

"Day of Infamy" Speech (full text)

Yesterday, December 7, 1941 - a date which will live in infamy - the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific.

Indeed, one hour after Japanese air squadrons had commenced bombing in Oahu, the Japanese Ambassador to the United States and his colleague delivered to the Secretary of State a formal reply to a recent American message. While this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. Very many American lives have been lost. In addition American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

Yesterday the Japanese Government also launched an attack against Malaya. Last night Japanese forces attacked Hong Kong. Last night Japanese forces attacked Guam. Last night Japanese forces attacked the Philippine Islands. Last night the Japanese attacked Wake Island. This morning the Japanese attacked Midway Island.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation. As Commander-in-Chief of the Army and Navy, I have directed that all measures be taken for our defense.

Always will we remember the character of the onslaught against us. No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.

I believe I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make very certain that this form of treachery shall never endanger us again.

Hostilities exist. There is no blinking at the fact that our people, our territory and our interests are in grave danger.

With confidence in our armed forces - with the unbounded determination of our people - we will gain the inevitable triumph - so help us God.

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December seventh, 1941, a state of war has existed between the United States and the Japanese Empire.

A Day of Infamy 4 © The National D-Day Museum

Concept Map.....Kristen O'Malley

Outside Sources:

Summary: Concept maps create a mental image that represents anything that can be grouped together. Such as, objects, symbols, ideas, processes, and events. Concept maps also shows the relationship between the terms or ideas used to complete the concept map.

What: A concept map is a type of a graphic organizer. It is used for students to organize the relationship or branches of a term that can be used in a specific content area. This takes a general key term and expands it into more detailed, specific concepts that make up the general key term.

How: Concept maps can either be completed in a large class room setting, individually, or in small groups. Students need given content information that the concept map is based on in order to successfully complete the concept map. Concept maps can also be partially filled in or require students fill in the concepts of the map on their own.

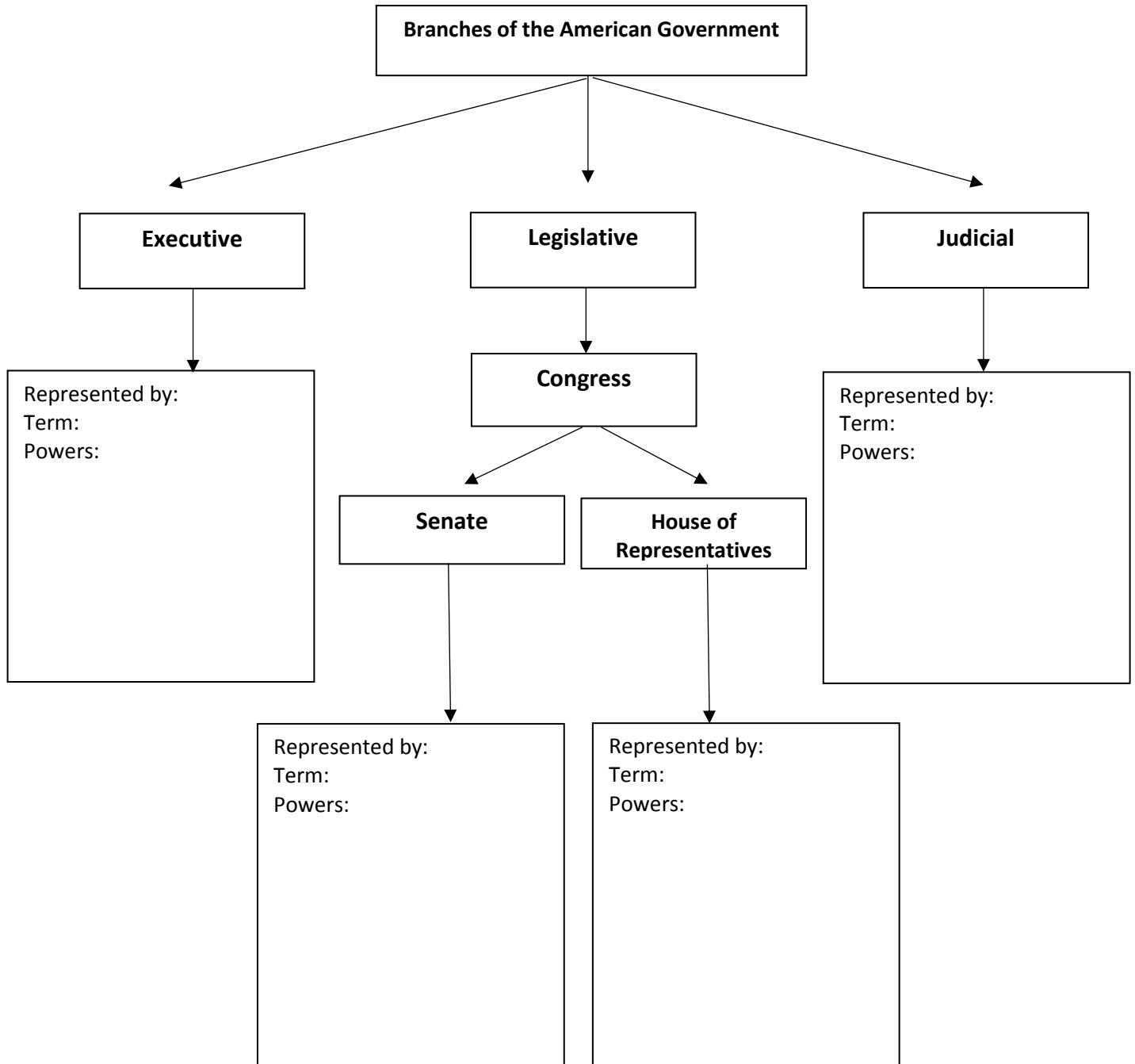
Why: Concepts are best learned by acting on and interacting with the materials and concept maps give students the opportunity to do that. The image of a concept map allows students to understand and retain the information more easily. Viewing the relationship between the concepts as opposed to just reading the information makes the idea more clear to the students.

When: A concept map can be done either during or after a reading. Students need to have the information in order to successfully complete the concept map. If students are given the concept map while they are reading, they are able to fill in the concept map as they are reading about the content. Students can also complete the concept map after they have finished reading and reflect on the reading by completing the concept map. A concept map can also be used to map chapter readings and can be used as a form of note taking. This can be used during any point in a lesson. Concept maps are also good methods to review a chapter before a test or to map out ideas of a paper, regardless of the subject.

Variations: A concept map can be used in a math class when reviewing what certain math equations can solve. It can be used in science when describing how photosynthesis works. A concept map can be used in music when deciding to map music genres. A concept map can be used in English when comparing characters in a book.

Concept Map: Branches of American Government

Directions: Read the article handed out about the branched of American government in your groups. Then, as a group fill out the concept map below.



Context Clues.....Sierra Scanlan

Source: Vacca, Richard T., Joan L. Vacca, and Maryann Mraz. *Content Area Reading*. Pp. 269-274.

Outside Sources: Robb, Laura. "Context Clues That Help You Determine the Meaning of a Tough Word." *Reading Strategy Lessons for Science & Social Studies*. N.p.: Scholastic Professional, 2009. Pp. 84. Print.

What? A context clue is information that is within the text that helps readers determine the definition of difficult words. There are many different kinds of context clues that can help readers. Using a context clue involves using the information surrounding a difficult word to determine its meaning. In order to properly use context clues, readers will have to be able to find a relationship between this difficult word and its context or prior knowledge. It cannot be assumed that readers will be able to make these relationships on their own, so the modeling of context clues is very important.

How? In order to use context clues, readers must first identify a word that is difficult and causes them to run into confusion while reading. After this word is identified, students use the surrounding information in the text to help them determine the definition. The method they use to do this will vary depending on how the word is presented in the text and what information is in the text that help the student to find the meaning of the word. This is why you must teach your students all variations of context clues because they will not be the same in every text your students will read.

Why? Teaching readers how to use context clues is beneficial, especially to struggling readers. It helps to build confidence and competence. It also teaches them the process one must go through in order to figure out the meaning of a difficult word encountered while reading.

When? Context clues benefit students the most during reading. By teaching your students the variations context clues can take, they will be able to identify them while they are reading alone and determine the meaning of a difficult word on their own. You can also make use of context clues while you are reading a text as a class. This gives you an opportunity to model the use of context clues to your class. You can stop at a difficult word and work through the process you go through to determine the meaning of this word. You can show your students how to make use of surrounding information. Regardless of whether context clues are used as a class or as an individual, they help students make sense of their confusion while they are reading.

Variations: Context clues take a variety of forms throughout texts in all content areas. A context clue can be a **clear definition** where the word's meaning follows a comma, dash, the word *or*, or the phrase *is called* or *are called*, or is in parentheses that come right after the word. It can be a **concrete example** where the author of the text helps readers determine the meaning of the word by providing them with an example. It can be displayed to readers through the **repetition** of a new word. Authors repeat this new, difficult word in the text in situations that are recognizable but also different. Sometimes, context clues aren't in the same sentence as the word. The context clue can be in **other sentences** that come before or after the word. It can take the form of a **restated meaning**; the author explains a difficult word by restating the meaning of the word. At times, commas set off the restated meaning but it can also be restated through words such as *or*, *that is*, or *in other words*. It can also be restated in sentences after the word and it may be restated in examples. In a **nonfiction** text, definitions of terms can be in captions, sidebars, diagrams, etc. It's important to teach students all the different variations of context clues, so they are aware of all the different kinds of context clues to look for when they run into a difficult word.

Using Context Clues When Reading

Directions: We are going to read Sylvia Plath's poem, *Daddy* as a class. Plath uses metaphors and imagery to describe scenes throughout her poem. However, sometimes her writing is difficult to understand. So while we are reading, I want you to pay close attention to details and context clues throughout the poem. After we are done reading, I would like for you to answer the questions listed below. Make sure you are making use of the context clues in the poem while you are answering the questions.

1. The last line of the 3rd stanza is "Ach, du." By using the lines that follow this line, decide what language this line is in.
2. Using the second line of the second stanza, answer why Plath refers to her father as a "ghastly statue."
3. Towards the end of the poem, Plath says "I made a model of you." By using the lines that follow this line, answer what Plath means by this.
4. Near the beginning of the poem, Plath says "I never could talk to you. The tongue stuck in my jaw." By using later lines in the poem answer why Plath couldn't speak to her father.
5. Plath calls her father a "brute" in the middle of the poem. By using the other lines in the same stanza, define what a "brute" may be.

Dense Question Strategy.....Elisa Wentz

Sources:

Burke, Jim. *Reading Reminders: Tools, Tips, and Techniques*. Portsmouth, NH: Boynton/Cook, 2000. Print. Pages 43-44

Outside Resources:

1. <http://www.englishcompanion.com/pdfDocs/introdenseq.pdf>

2. https://www.georgiastandards.org/resources/Lexile_in_Action_Strategies_Tasks/Dense%20Questioning_Description.pdf

What: The Dense Question Strategy is a tool that helps students to make connections between the text they read, the reader, and the world or other literature the student has read. The strategy involves having students answer or ask questions relating to each of the previously stated categories, as well as combinations of these categories, in order to allow them to have a more meaningful understanding of the text.

How: There are two different ways to perform this strategy. In the first way, students can be asked to answer a series of questions that are categorized as relating to the text, the reader, the world or other literature, or different combinations of those categories. An alternative, and perhaps more advanced, way of having students use this strategy would be to have students create their own questions to each category and combination of categories, ending with a single dense question that contains all three categories combined. The strategy can be implemented by having students work individually, in pairs, or in a group.

Why: This strategy allows students to make connections between their reading and their own lives, thereby forming a deeper, richer comprehension of the text. The strategy helps students to think about multiple dimensions of a topic, book, or concept and then connect those dimensions into a single question or answer. The strategy can also be used as a way for students to create an in-depth essay thesis statement. By first creating a dense question, students can then answer that question and use their answer as a thesis that will be multi-faceted with great depth.

When: The dense question strategy can be used as a during reading strategy or an after reading strategy. Using the strategy while reading may be a way of helping students to engage with the text as they read, strengthening comprehension since students are given different aspects of the piece to consider while reading. Using the strategy after reading may be helpful for students because doing so allows them to think and reflect on what they have read, calling upon their comprehension of the piece overall to answer questions of various perspectives and various levels of understanding.

Variations: The strategy is easily changed by using three different main categories for students to consider while reading or after reading. For example, in science, the three categories could include three different areas of science to be considered when reading an article. For music, students could listen to a piece of music and consider the historical, theoretical, and era or genre factors of the piece. English teachers could use this as written to help their students better comprehend either entire books or short stories. History could use this as is or could include a component that would ask students to consider the impact a historical event in the past had on the people of the time, the present people including the reader, as well as future people.

Dense Question Strategy:

Directions: Have one person read the text aloud at your table. As a group, use that text to create one question for each of the following question types in the chart below. You need not answer these questions.

Question Type:	Question Created:
<p><i>Text</i> This question should refer to the information from the text.</p>	
<p><i>Reader</i> This question should refer to the reader’s perspective, values, and ideas.</p>	
<p><i>World/Other Literature</i> This question should refer to the reader’s knowledge of the world or other literature.</p>	
<p><i>Text AND Reader</i> This question combines understanding of the text with a reader’s perspectives, values, and ideas.</p>	
<p><i>Reader AND World/Other Literature</i> This question combines the reader’s perspectives, values, and ideas with the reader’s knowledge of the world or other literature.</p>	
<p><i>World/Other Literature AND Text</i> This question combines the reader’s knowledge of the world or other literature with information presented in the text.</p>	
<p>Dense Question: <i>Text, Reader, AND World/Other Literature AND Text</i> This question combines the information presented in the text with the perspective, values, and ideas of the reader as well as the reader’s knowledge of the world or other literature.</p>	

Discussion Web.....Luke Turelli

Source: Jim Burke, pg 160-162

What: The discussion web allows students to organize their ideas in a diagram. When using this strategy, students think about the section of reading or the problem presented to them. They can organize their thoughts using the diagram in order to share their ideas with a partner or in a class discussion. The discussion web keeps students' ideas organized so it is easier for them to share those ideas later in the class.

How: There are plenty of ways to use this strategy. One would be the way I set up this discussion web. Give the students a word problem and have students break down the information in the problem into useful information and irrelevant information. Another could be to make a pros and cons list for two sides of an argument. One final way to use this strategy would be to use this method for a debate and have students find arguments for or against a certain topic or question posed to them. The central question or statement must have arguments or information for two different perspectives.

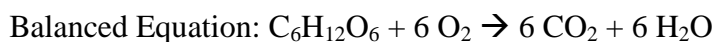
Why: Teachers would want to utilize this strategy to teach students a method to organize their thoughts. When solving a word problem, this can be very beneficial to students because it breaks the problem down. This allows for students to organize the information in the problem and see what is needed to reach the solution to the problem without feeling overwhelmed by all of the information in the problem. Also, when using this for an argument, in a paper or discussion students can organize their thoughts by two different perspectives. This helps students analyze and sort the information given to them by organizing everything in an easy to read graphic organizer.

When: Teachers can use this anytime. It can be done as a prereading activity to organize their thoughts before they dive into a section of reading. As a prereading activity, this strategy would be similar to the anticipation guide. It can be done as a prewriting activity as well. Students can organize their thoughts before writing a paper. Also this can be done as a post reading strategy to allow students to organize the ideas of the text in order to retain more of the material. One final time to use this strategy would be as a during reading strategy as a note taking strategy so students can organize the ideas presented to them as they read in order to comprehend the text and organize it as they read.

Variations: For science and math classes, teachers could use the discussion web the way I set it up with a word problem. For an English class, teachers could use this to have students organize the different characteristics of two characters. For history, students could use the discussion web to make a pros and cons list for entering a war. For a music class, students could use this strategy to compare two different composers or two different musical time periods.

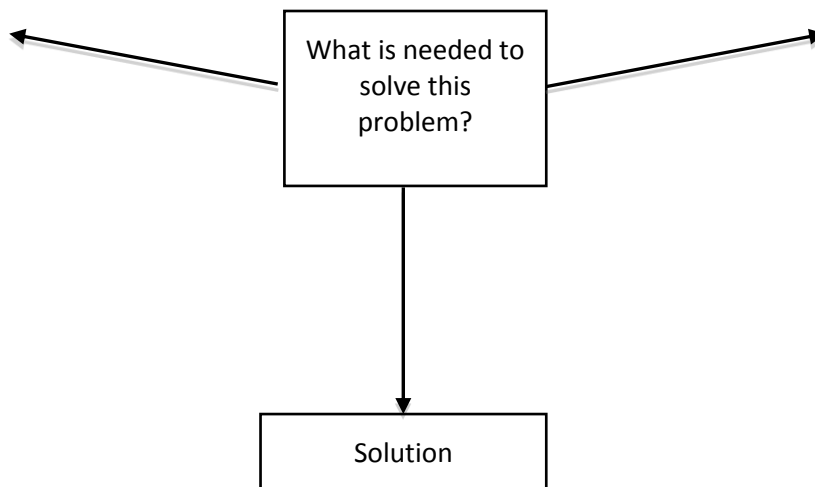
Discussion Web

Cellular respiration occurs in animal cells, a reaction that is essentially the combustion of a sugar called glucose, $C_6H_{12}O_6$. If the average human uses 550 liters of oxygen when breathing, how many grams of glucose does this process use? The average human is six feet tall and weighs 200 lbs. The molar mass of glucose is 180g/mol. This reaction occurs at STP. The speed of light is 3×10^8 .



Irrelevant

Relevant



Elements of a Text.....Douglas Williams

Elements of a Text: Jim Burke *Reading Reminders* Pg. A-51

Outside Sources: <http://www.readingrockets.org/article/how-teach-expository-text-structure-facilitate-reading-comprehension> <https://msjordanreads.com/2012/04/19/non-fiction-text-structures/>

What: Elements of a text is teaching the students to locate and analyze the different elements of a text. In order to locate them the students need to be taught what the elements are for that specific piece of text. After the students are able to locate and analyze the different elements then they are ready to read the text with a better focus, guide, and understanding.

How: To start with the students need to know what the elements of a text are and understand their meaning. Part of understanding the meaning is how that element can help them read and understand the text. Once the students know and understand what the elements of a text are, they need to be taught the location in the text of each different element. The location of each element may differ depending on the text so multiple example texts will be needed. Overall having the student focus on locating the elements of a text and analyzing them will help them better understand the text they are reading.

Why: Teaching students to recognize the elements of a text in each content area helps the students focus their attention on key concepts and anticipate what is to come in the reading. That focus guides the students through the reading helping them locate and organize the information in the text more efficiently. The students will be able to analyze the text and identify the elements of a text through previewing in order to observe the organization, features, key words, and any clues that may be helpful while reading. The elements of a text allow the students to create connections between what they already know and the text they are reading. Overall teaching elements of a text will increase the reading speed and help the students retain the information in the text because of the better focus, guidance, and understanding created through the locating and analyses of the Elements of a Text.

When: I used it as a before reading strategy, which I believe is the best time to use it. The reason it is best used before is because the elements of a text give the students a better guide, focus, and understanding of the text when they do read it.

Variations: Some other Elements of a text that I didn't use but are still important are the many components of a text (such as appendix, footers, glossary, preface, table of contents, and etc.), Narrative elements (character, climax, conflict, narrator, place, plot, setting, and story), and structural (complexity, integrity, condition, length, and multimedia). This strategy could be used in all content areas because all of them have readings of some kind and could benefit from understanding the elements of a text.

Elements of a Text

Directions: Work as a group at your tables to search through the two supplied sources (*The Cause* and Lincoln’s Letter) with a goal of locating and analyzing all of the Elements of a Text that I have listed in the chart. Each person in the group will choose two specific elements of a text listed in the middle column and try to locate them in the text. In the column on the right you will either write down the specific example you found in the text or where it is located in the text if it is a long example or a visual. Finally, write on a separate piece of paper one way knowing that element of a text category could help you understand the reading, pick three from the elements of a text category column.

Elements of a Text Category Source Title to Locate specific category in	Specific Element of a Text	Specific Examples from text or location in the Text
Components The Cause	Headings, title, columns, notes, and fonts	
Author/World Lincoln’s Letter	Bias, intent, assumptions, culture, era, ideology, and situation	
Elements of Expository text The Cause	Argument/thesis, introduction, conclusion, citations, caption, and body text	
Visuals The Cause	Maps, graphics, timelines, photographs, headings, titles, and charts	
Credibility The Cause	Evidence, sources/references, and affiliation	
Language Lincoln’s Letter	Special terms, foreign words, and diction	

Evaluation Textbooks & Tradebooks for Classroom Use

..... Brianna Hartney

Source: Vacca, Richard T., Joan L. Vacca, and Maryann Marz. *Content Area Reading*. Pgs 353-357 and 361-363.

Outside sources:

Nesmith, Suzanne, and Sandi Cooper. "Trade Books in the Mathematics Classroom: The Impact of Many, Varied Perspectives on Determinations of Quality." *Journal of Research in Childhood Education* 24.4 (2010): 279-97. *ERIC*. Web. 17 Sept. 2016.

Olness, Rebecca. "Trade Books in the Content Classroom." *Using Literature to Enhance Content Area Instruction: A Guide for K-5 Teachers*. Newark, DE: International Reading Association, 2007. N. pag. Web.

What? Evaluating fiction and trade books for classroom use is very important. This strategy is used to determine if a fiction or trade book is suitable for classroom use. Research shows that using a trade book or fiction book as a supplemental reading has positively benefited student's literacy. Therefore, knowing how to evaluate trade books and fiction books will be important to determining if the book will be beneficial to you or your students.

How? In order to evaluate these books teachers must focus on "the Five A's". The five A's include: looking at the Authority of the author, the Accuracy of text content, the Appropriateness of the book for its audience, the literary Artistry, and the Appearance of the book. One must evaluate all five of these aspects in relation to the trade or fiction book and then use your own discretion to decide if it will be beneficial to the class. The focus for the lesson was on trade books but, you can use the same evaluation strategy for fiction books as well.

Why? Introducing trade or fiction books to the classroom as supplemental readings has been proven to be beneficial to the learning and literacy of students. They are exposed to information in a different way than just in a text book. A lot of the time students will have an easier time reading it because it is a lot more relatable and informal. Even though trade and fiction books have been proven to be beneficial to student learning, they are only beneficial if the book has high quality content. This is why it is imperative to evaluate the books before they are used to guarantee that the books will reflect positively on the student's learning.

When? This strategy should be used as a before reading activity. This is because the teacher should evaluate whether the book would be beneficial for the classroom before the students read it. For the students, it is better for them to evaluate a book that they may use for a project or read for more help before they start reading it. That way a book is never read that wouldn't be beneficial to the student's learning. Also, if students evaluate a book before reading they will get a preview and better understanding of what the book will be about. This could then activate their prior knowledge and help them better connect to the text.

Variations: This strategy could be used in any content area because every content area could benefit from integrating fiction or trade books into the classroom. A teacher could also add questions to the list given to make a more thorough evaluation of the book. A great example of a trade book for a history class would be the *Eyewitness* books.

Five A's for Evaluating Fiction and Trade Books

Directions: Working in your PLC groups, read the excerpt from *Kiss My Math* and try to determine if this book is a qualified trade book to use in our Algebra classroom. To determine if it is a qualified trade book, answer each question located in the middle column, with evidence from the excerpt in the right column. After you have answered all of the questions, decide whether this is a qualified trade book to use in our Algebra class based on your answers on a separate sheet of paper.

Criteria	Questions to Ask	Answers
Authority	<ul style="list-style-type: none"> • Does the author identify and credit experts consulted during the research process? 	
Accuracy	<ul style="list-style-type: none"> • Is the text content accurate? • Are maps, graphs, charts, and other visual aids presented clearly? • Does the author distinguish between facts and theories? 	
Appropriateness	<ul style="list-style-type: none"> • Is information presented in ways appropriate to the intended audience? • Does the author show respect for the reader? • Is information affectively organized? 	
Literary Artistry	<ul style="list-style-type: none"> • Does the book have literary artistry? • Does the author use literary devices to make information come alive? • Is the author's style engaging? 	
Attractiveness	<ul style="list-style-type: none"> • Is the appearance and layout of the book likely to entice readers? 	

Exclusion Brainstorming.....Kellen Price

Sources

Blachowicz, Camille LZ. "Making connections: Alternatives to the vocabulary notebook." *Journal of Reading* 29.7 (1986): 643-649.

Wormeli, Rick. *Summarization in any subject: 50 techniques to improve student learning*. ASCD, 2005.

<http://www.kfalls.k12.or.us/departments/ELL/D1ExclusionBrainstorming.pdf>

What? The exclusion brainstorming method uses vocabulary and is a before reading strategy. When doing this, students choose items they predict will be in the reading amid many other related concepts and vocabulary terms.

When? This should be done before starting new material. The exclusion brainstorming method's sole purpose is to stimulate prior knowledge. **How?** Teachers can create a box filled with vocabulary terms like I did above, or create sentences with terms. Students predict and identify terms they believe will be in a reading amid other likely terms.

Why? We want students to think critically and activate prior knowledge. Using this as a before literacy strategy will scaffold old ideas, and preview new information. Additionally, effective teachers want to foster critical thinking skills; the exclusion brainstorming method requires students to make calculated choices, and to anticipate key vocabulary terms and concepts they will encounter in the lesson.

Variations: To reiterate, there is more than one way to format this method. I like the box filled with terms, but Wormeli gives the example of having sentences with terms and students pick from that arrangement. In all subjects, this is done prior to new information. In a social studies class, this can be done before introducing new units on big topics that have many terms such as WWII. In English, this can be done before reading a new book or play in class and addressing terms and ideas. In science, there are several terms. In chemistry, this could be done before learning about all the different equipment in labs. In foreign language students can learn cultural concepts such as using words related to Day of the Dead and other mixed terms related to cultural concepts. In music, this could maybe be done with a list of composers and students pick which handful is from an era of music about to be studied.

Exclusion Brainstorming: WWII

Directions: Before reading Chapter 17.2- the War in Europe and North Africa, in *The Americans*, you will work on an exclusion brainstorm. In this box below, there are several terms and concepts related to WWII. However, you will need to circle terms that you believe will be in this section of the reading. Bear in mind all the terms and concepts involve WWII, but only 7 come from this section. Do this activity before reading the section. You may work with a partner.

The European and African Theatres of WWII

Pearl Harbor	Yamamoto	Operation Rose Garden
Battle of the Bulge	VE Day	Germany
D-Day	Nanking	Il Duce
Manhattan Project	Bastogne	FDR
Hiroshima	Atomic Bomb	Nazi
Stalingrad	Tanks	Harry Truman
VJ Day	Hitler	Western Front
Eisenhower	Omar Bradley	Eastern Front
National Socialism	Axis Powers	Surrender
Fascism	George Patton	Draft

Extended Anticipation Guide.....Sylvia Salinas

Sources:

“Anticipation Guides.” *Reading Rockets*, 2015, http://www.readingrockets.org/strategies/anticipation_guide.
Barton, Mary Lee. "Anticipation Guide/Revised Extended Anticipation Guide." *Teaching Reading in Science*. N.p.: ASCD, 2001. 72-75. Print.

Brief Description

Anticipation guides are a set of questions that are presented before reading a text and are revisited after reading the text. These questions are designed to stimulate prior knowledge a student may have about a topic, emphasize reading, and to motivate readers by piquing their interest in the topic. The revised extended anticipation guide specifically targets text comprehension since the guides emphasize the relationship between the reader and the text.

What it is?

It is a pre and post assessment of reading comprehension. Students are given four to six statements that challenge their preconceived notions regarding a certain topic. Prior to reading the text, students will react to each statement by themselves or in a group and prepare themselves to defend their stance. After the reading, students will find evidence in the text that agrees or disagrees with each statement.

How to use it?

You would use this literacy strategy at the beginning of a new unit, chapter, or reading that involves important points, major concepts, controversial ideas, or misconceptions.

Why use it?

This strategy allows for a deep interaction between the reader and the text. Students first gauge what they believe on the statements. The text can then challenge or reinforce their stance on the topic. It allows a deeper perspective on the text. Students are required to defend their stance using the text. Afterwards these statements could lead to a productive class discussion regarding what they have just learned.

When use it?

I would say to use these anticipations guides before and shortly after a unit. They are very useful for pre and post assessments to gauge student learning. You would be able to see how much your students learned and how/if their opinions changed after reading the text.

Variations

Very broad and can be applied to any text in any content area.

Revised Extended Anticipation Guide

Part 1:

Directions: Before you read your class assignment, read each statement in Part 1. If you believe that a statement is true, place a check in the *Agree* column. If you believe that a statement is false, place a check in the *Disagree* column. Be ready to explain your choices.

Agree Disagree

- | | | |
|--------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. The Mayans had many sophisticated forms of calendars for a variety of events. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. The Mayans use the same type of numbering system for their calendars as we do today. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Offerings and ceremonies were held in the same months every year on a certain cycle. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Any historical or mythical event spanning over 45 years required the Mayans to use the Long Count system. |
| <input type="checkbox"/> | <input type="checkbox"/> | |

Part 2:

Directions: Now you will read information related to each of the statements in Part 1. If the information supports your choices above, place a check in the *Yes* column in Part 2. Then write what the text says in your own words in column A, under *Why is my choice correct?* If the information does not support your choices, place a check in the *No* column. Then write what the text says in your own words in Column B, under *Why is my choice incorrect?* Please write the page from the text that supports your claim..

**Support in text
for my choice**

		(A)	(B)
Yes	No	Why is my choice correct?	Why is my choice incorrect?
<input type="checkbox"/>	<input type="checkbox"/>	1. _____ _____	_____
<input type="checkbox"/>	<input type="checkbox"/>	2. _____ _____	_____
<input type="checkbox"/>	<input type="checkbox"/>	3. _____ _____	_____
<input type="checkbox"/>	<input type="checkbox"/>	4. _____ _____	_____
<input type="checkbox"/>	<input type="checkbox"/>	5. _____ _____	_____

IEPC Method.....Helena Smiley

Sources: <http://meredithparrish.cmswiki.wikispaces.net/file/view/IEPC.pdf/280607252/IEPC.pdf>

Content Area Reading 11th addition by Vacca, Vacca, and Marz

Brief Summary: The IEPC method, which stands for Imagine, Elaborate, Predict, and Confirm is a before reading strategy made to help students predict what they will be reading about through the use of imagery.

What: In detail the IEPC method is a specific reading strategy that students can use in order to predict where their reading will take them. The method focuses in on the imagery or the visual details of the text to enrich their understanding of the information that they read or hear. By visualizing what has been read, and making predictions about what there is yet to read, the students can understand and remember what they are reading much better than if they did not predict or visualize before reading.

How: As the teacher you need to make sure you explain to the students each column, I, E, P and C, in the chart and what they will do at each stage. Once this is complete it is time to actually take a look at the text. The teacher or students will read a short introductory piece of the text. Once the text has been read they will write down in the I column different imagines that came to mind when reading/hearing. Once the I column is completed the students will pair up or work in small groups to discuss their thoughts. After their thoughts have been discussed it is time for the students to elaborate, in the E column, on their initial ideas and what their peers and they spoke about. Next the students move on to the predict, P, column and from the imagines they got predict what the text will be about. Finally during and after reading they will return to the Confirm or C column to either confirm or modify what their original predictions were.

Why: The IEPC reading strategy is extremely helpful in getting students to analyze and think deeply about the few paragraphs of a text. By teaching students that the first few paragraphs of the text give great hits to what the full piece of text will be about, students have a starting place of where to go when they are confused about what they are reading. Moreover mental imagery plays a huge role in the interactive process of reading, and being able to visualize what is being read means the student truly comprehending what they are reading. The elaborating and predicting pieces of the strategy allows students to connect with prior experiences and knowledge to formulate ideas, and even begins to give them a purpose for reading. Finally the confirmation piece is so crucial because it allows students to recall and rethink about their previous notions of the text.

When: This strategy is best used before reading. It gets students in the right frame of mind to analyze what they will be reading. In addition the IEPC strategy lets students critically think about what the reading will be about and to use clues from the short introduction to infer what the rest of the piece will be about. However with this strategy it is important to come back and visit it during and after reading to see if the predictions that were made are confirmed or if they need to be modified to fit what actually happened in the reading.

Variations: Even though this strategy works best with ELA and history it can also be used across all subjects. In math for instance, the students could read the very introduction of the math chapter and then could use prior knowledge to predict what the new chapter would be able Instead of using imagery, they would use key vocabulary to decide whether the new chapter would build off the last chapter. Another variation would be in science classes. Instead of looking at imagery in the text the students could read the text and then imagine what a scientist would do with that problem or lab.

IEPC Chart

Directions: Before we start reading the novel *Speak* we will predict about what the novel will be about. I will begin by reading the first few paragraphs of the novel. Then we will look at each column of the IEPC and complete the directions that are given.

Imagine	Elaborate	Predict	Confirm
*Close your eyes and imagine the scene, character, and events. What do you see, feel, hear, and smell?	*Elaborate- tell/describe/give details of what you "see" in your mind.	*Use these ideas to make some predictions/guesses about the rest of <i>Speak</i> .	*Read to confirm or modify the predictions about <i>Speak</i> .

KWL Strategy.....Raven Hoffman

Sources:

Burke page 191, A-15

Hilden, Katherine, and Jennifer Jones. "Comprehension And Authentic Reading: Putting The Power Back Into K-W-L." *Reading Today* 29.3 (2011): 15-16. *Professional Development Collection*. Web. 14 Sept. 2016.

Ogle, Donna. "CREATING CONTEXTS FOR INQUIRY: From KWL To PRC2." *Knowledge Quest* 38.1 (2009): 56-61. *Professional Development Collection*. Web. 14 Sept. 2016.

Description

- This strategy guides students to activate their prior knowledge in a lesson and provide an organizational tool for them to use to connect what they Know to what they Want to know and what they end up Learning.
- This strategy should be used Before, and After reading. Before reading, students are given a topic and asked to write down what they already know about it. After activating their prior knowledge, they then generate questions or knowledge gaps that they would like to fill, which engages them in the reading. Next students read, after which they write down what they did learn in the third space, connecting what they already knew and wanted to know to what they now know and explicitly showing what they learned from reading.
- This strategy should be used as a preliminary tool for teaching students how to comprehend an expository text. It does not work well for narrative texts, though it can be adapted to them. Simply having students fill in this guide though will not teach them to apply the method in the future. It is important to provide the chart at first, but slowly guide students to doing this strategy without a chart.
- Variations include
 - KWL+ in which students summarize the information as a final step.
 - KWLA where there is a fourth column titled Affect for students to describe how what they learned affected them and connects to emotions.
 - Place students in groups. After they fill in their chart, have them discuss what they already know and what they want to know. Read the article as a class or in groups and have students work together to fill in the last column.
 - Math: When teaching a new concept that builds on a previously known concept, use this to organize student notes
 - Science: Prior to doing a lab have them fill out the KWL chart and use the chart for lab notes
 - History: When starting a new unit use this to refresh students brains about a certain time period in history (or to clarify any misconceptions)
 - Music: For private lessons to help you get to know your students, set goals for practicing, and then help keep track of when goals are realized

KWL

(What I KNOW, what I WANT to know, what I LEARNED)

Directions: Fill in the chart below with information pertaining to the subject in the top box. Before reading, write down information about what you already know about the topic in the “K” section. In the “W” section, document some questions that you have about the topic or something that you want to know. After reading you’ll record some information in the “L” column of what you learned from our reading.

Día de los muertos (Day of the Dead) “Day of the Dead” by Rachel Waugh, <i>Scholastic Action</i> 2010		
K	W	L

Literature Circles & Book Clubs Gabrielle Snyder

Sources:

Daniels, Harvey, and Nancy Steineke. *Mini-Lessons for Literature Circles*. Heinemann, 2014.

What: Literature circles and book clubs are collaborative reading activities where students gather in small, peer-led discussion groups to discuss the same novel, short story, poem, or article. Each student will choose their own work to read, and they will be grouped with other students who chose the same work that they did. These discussion groups should not be led by the teacher or any particular student. To avoid this, each student in the group is given a role that they must fulfill in order to help the group gain a better understanding of the work. Examples of these roles include: historian (finding the history behind the text), illuminator (finding the importance/interpreting the text), profiler (researching about the author's life and work), and Questioner (raising important questions about the text). Each student will bring with them a written log of some sort that details what they would like to talk about with the group. While students collectively interpret, analyze, and contextualize their works, the teacher acts as a facilitator and fellow reader. While the terms "literature circles" and "book clubs" are often used interchangeably, book clubs normally meet outside of school while literature circles meeting during class.

How: There are many components of book clubs and literature circles that play large roles in successfully executing this strategy. First of all, teachers can provide options so that students can choose their own reading materials in order to personalize their experience and allow them to read for pleasure as well as for deep analysis. These reading groups are between three to six students and are selected according to the texts students choose and not by ability or other tracking. It is important that students enjoy this activity and have the freedom to engage with the text and each other in whatever way that they please. Therefore, discussion questions originate from students' personal responses, connections, and questions and not from the teacher or a textbook. The members of each group write notes while they are reading to help guide them through the text and remind them of what to address during the discussion with their peers. It is best if these groups meet throughout their reading of a text in order to discuss it in smaller sections. Once the group members finish the book, they continue to fulfill their roles, and discuss the highlights of their reading with the class through presentations, reviews, plays, book talks, or other activities.

Why: One of the main goals of every good teacher is to help his or her students become life-long readers and thinkers. Unfortunately, oftentimes students have readings forced upon them, associate reading with Chapter tests and Friday quizzes, and are always guided in their interpretations by the teacher's opinions. Literature circles and book clubs, help foster a personal, positive relationship with reading where students are free to choose texts that interest them and talk about them in a way that is relevant and impactful to them. Literature circles are also a great way to enrich class content by allowing students to learn from trade books and novels instead of just textbooks. Students are likely to make meaningful connections between their literature circle books and the content covered in class which creates multi-faceted learning. Literature circles allow students to bond with each other and actually look forward to reading and discussion a text. This really creates a positive learning environment where students see learning as something that is in their control and is desirable and fulfilling instead of boring and passive. The students will actually use their minds and draw meaningful connections and conclusions instead of filling out worksheets or taking texts.

When: This strategy should be used during and after reading. While students are reading, they will be taking notes which they will use during their discussions. The literature circles could also met throughout their reading of the book as well as after they finish. Literature circles are an ongoing thing that fosters a love of reading during all phases of it.

Variations: Literature circles are definitely not just for English classes. They would work well in history classes because there are so many great novels that relate to history. Students could read historical fiction ranging from all different time periods in history that the students would definitely enjoy. For music classes, students could read biographies, autobiographies, or historical fiction novels about composers or even just fiction novels about people who find fulfillment in life through a love of music. There are also actually a lot of books that have to do with math and science. A lot of them are a lot of fiction and don't really deal with teaching math or science. They just use elements from the disciplines to create compelling story lines.

Math novels: <https://www.goodreads.com/shelf/show/math-fiction>

Science novels: <http://io9.gizmodo.com/21-books-that-changed-science-fiction-and-fantasy-forev-1610590701>

History novels: <http://www.abebooks.com/books/features/50-essential-historical-fiction-books.shtml>

English novels: <http://www.npr.org/2012/08/07/157795366/your-favorites-100-best-ever-teen-novels>

Music novels: <http://www.goodreads.com/genres/music>

Art novels: http://www.huffingtonpost.co.uk/anne-charnock/art-art-worlds-novels_b_1222964.html

HALLOWEEN LITERATURE CIRCLES

What is a literature circle?

- It is like a book club.
- I will give all of you five books to choose from.
- You will be put in discussion groups based on the book you chose.
- You will read your novel throughout the quarter and write down things that you want to talk about with your group when you meet.
- Each person in the group will have a special role that will help the group get a big picture of the novel.

Literature Circle Roles:

- Profiler (research information about the author, author's work and life, author's inspiration)
- Historian (research information about the time period in the novel, culture, setting, etc.)
- Illuminator (draw attention to important quotes/themes from the novel, aid in interpretation)
- Skeptic (raise questions about the character's motivations and actions, devil's advocate)
- Make sure that you fulfill your role, but don't let it limit your part in the discussion! Respond to your group members and talk about anything that interests or fascinates you!

Meeting Dates:

- Today: October 1, We receive our books
- Middle of the Month: October 19, Groups discuss half of novel
- End of the Month: October 31st, Halloween! Students have finished and discuss novel
- On our meeting days, I will bring desserts, food, and candy! Feel free to bring food for the class! ☺

Book Choices:

- *Dracula* by Bram Stoker
- *Frankenstein* by Mary Shelley
- *The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson
- *The Legend of Sleepy Hollow* by Washington Irving
- *The Shining* by Stephen King

Microthemes..... Zach Hall

Source: Vacca, Richard T., Joan L. Vacca, and Maryann Marz. *Content Area Reading*. Pg 286.

Outside Sources: Bean, John C. "Microthemes." *Microthemes*. n.p., n.d. Web. 05 Oct. 2016.

<http://writing2.richmond.edu/wac/microthm.html>

What? A microtheme is a WTL (Writing to Learn) activity that can be thought of as a very brief essay by the student on a specific topic or prompt. The key to a microtheme is that it is brief and very focused. This strategy can be used for analyzing information from a text or synthesizing ideas using that information. It can also be used to just make a summary of the reading. Microthemes can also be rhetorical by making an argument or taking a stance on a particular issue discussed in the text.

How? There are an endless amount of purposes that microthemes can be used for. As long as students are prompted to focus on a specific topic and their response to the prompt is brief, the microtheme will be effective. Students should first be given material to read. Then, they will individually respond to a prompt on a notecard. This provides the students a very limited amount of space to write, forcing them to be concise and yet still include a substantial amount of information. After they have written their microthemes, students should be encouraged to share their ideas in small groups so that they can be introduced to other students' ideas and add to their own notecards if they wish. This could then lead to a whole-class discussion. Afterward, the students can keep their microthemes as study tools (they could use it as a sort of flashcard) or the teacher could collect them to assess their students' understanding.

Why? Microthemes are great because they only involve a little bit of writing, which is much less intimidating for students. The students are put in a position in which they need to explain important ideas and concepts in a concise manner. This helps them to think about what the most important concepts really are, and set aside any extraneous or unhelpful information. This strategy should also hopefully help them become better writers.

When? This strategy is best used after the students read the text. It is important that they actually read the information before they attempt to respond to key ideas within the reading. As previously mentioned, a microtheme can be thought of as a brief essay. Usually, most people do not write an essay and then do research. It happens in the opposite order. The point of a microtheme is to get the students to respond to the text briefly, in a focused manner, and in their own words. This cannot be done unless they have already done the reading.

Variations: Because microthemes are so adaptable, they can be used for many different content areas. In an English class, students could pick certain aspects of symbolism in a piece of poetry and explain them (this could also work for a music class if a poem were set to music). In a math class, the students could write about a specific proof and explain the relationships within it and why it works. In a history class, students could explain the motivations and ideals of a specific group of people or a politician during a certain time period. For a foreign language class, students could write a summary about a holiday celebrated in the country that the language comes from, or explain one key feature of that holiday.

Microtheme

Directions: Read the handout of Act I from *The Marriage of Figaro* in your groups. After you have finished reading it all the way through, work on your own to consider the following prompt: “What are some characteristics of the count? What is his role in the household, and what might some of his motivations be?” Answer the prompt in the box provided below, and be sure to support your claims with evidence from the text. This should be done individually. After everyone in your group has finished, share your ideas with your group. If other people in your group mention anything that you did not notice or write about, feel free to add or make amendments to your answers.

ACT I

A manor house near Seville, the 1730s. In a storeroom that they have been allocated, Figaro and Susanna, servants to the Count and Countess Almaviva, are preparing for their wedding. Figaro is furious when he learns from his bride that the count has tried to seduce her. He's determined to have revenge on his master. Dr. Bartolo appears with his former housekeeper, Marcellina, who is equally determined to marry Figaro. She has a contract: Figaro must marry her or repay the money he borrowed from her. When Marcellina runs into Susanna, the two rivals exchange insults. Susanna returns to her room, and an adolescent boy, Cherubino, rushes in. Finding Susanna alone, he speaks of his love for all the women in the house, particularly the countess. The count appears, again trying to seduce Susanna, and Cherubino hides. The count then conceals himself as well when Basilio, the music teacher, approaches. Basilio tells Susanna that everyone knows Cherubino has a crush on the countess. This causes the count to step forward in anger. He becomes even more enraged when he discovers Cherubino and realizes that the boy has overheard his attempts to seduce Susanna. He chases Cherubino into the great hall where they are met by Figaro, who has assembled the entire household to sing the praises of their master. The count is forced to bless the marriage of Figaro and Susanna. To spite them and to silence Cherubino, he orders the boy to join the army without delay. Figaro ironically tells Cherubino what to expect there—no flirting with girls, no fancy clothes, no money, just cannons, bullets, marching, and mud.

"Synopsis: Le Nozze Di Figaro." Le Nozze Di Figaro Synopsis. N.p., n.d. Web. 26 Oct. 2016.

<http://www.metopera.org/Discover/Synopses/Nozze-di-Figaro>

One Word SummariesMackenzie Leatherman

What	How
<p>The students write one word that summarizes the lesson’s topic. Students should do this because it will encourage them to isolate the important ideas about the lesson and then expand on the idea by explaining their thinking.</p>	<p>Teachers need to make sure they are modeling the strategy for the students. A good time to use the strategy is after a confusing piece of text. You can use a worksheet, but teachers could use an index card or the students could do it in their notes as well. Teachers need to check the students’ work for accuracy because the answers will tell you how well the students comprehend the text.</p>
Why	When
<p>The purpose of this strategy is for students to isolate a major concept and then discuss the major concept. The word is not as important as the explanation that comes with the word. The students will justify their answer then come to an understanding of the concept and how it relates to the text and the class. This also asks students to critically think about what they think is the most important aspect of the text. The students also will be able to comprehend the text better because of how much they will have to consider the entire main idea.</p>	<p>During Reading: Chunk a difficult piece of text into a more meaningful piece of reading. Stopping after meaningful places in a difficult piece of text can break down the meaning and help the reading become more manageable. This will make the main ideas of the text more clearly.</p> <p>After Reading: This strategy works well to help students look back at their notes and remember what the main point of a text is so they can easily look back and remember. It can help the students organize complex ideas. The students will also be able to grasp the main points of a text.</p>

Variations:

- A teacher could do a one word summary after each section.
- The teacher could have the students pick a word from a selection of three(ish) words and then justify the word
- Students can summarize the text, then break down their summary into one word.
- Summaries can be turned in informally, like on a notecard. It does not have to be done on a worksheet.
- These can be great prompts for discussion.
-

Sources:

West Virginia Department of Education <https://wvde.state.wv.us/strategybank/One-WordSummaries.html>

Wormeli, Rick. *Summarization in Any Subject: 50 Techniques to Improve Student Learning.*

One Word Summary

Directions: We have just finished reading the second act of *A Midsummer Night's Dream*. Now, choose one word to summarize the entire second act. Think hard about the word you are choosing and why it works better than other words. In the box provided below, write the word you have chosen. Then, in the larger box, explain why you chose the word.

My Word



Explanation

PMI Chart.....Raven Hoffman

Sources:

Wormelli p. 124-126

Rojas, Virginia Pauline. "Evaluation Organizers." *Strategies for Success with English Language Learners: An ASCD Action Tool*. ASCD, 2007. PDF.

Strategy Explanation: A PMI Chart is a three-column organizer used to help students separate ideas into categories of Pluses, Minuses, and Interesting in response to a statement that relates to what has been studied in class. It is very similar to having students make a pro and con list, but also includes the third option of interesting, referring to ideas that are neither positive or negative.

How: Create a statement that students can respond to, a statement that is controversial (All schools should require students to wear uniforms). This should be a statement, not a question. Have students make an initial response to the statement and then ask them to fill out the chart, generating ideas for all three columns. The "pluses" column can also be understood as a "Pro" column where students will record responses that explain why someone would agree with the statement. The "minuses" column is a "con" column which provides a place for students to record why they disagree with the statement. In the "interesting" column students can write down any ideas that they generate which do not fit into the other two categories but that are important to consider. A group discussion after filling in the chart by themselves allows students to add to their charts and find other ideas that they may not have thought of. Have students end by re-evaluating their stance on the statement.

Why: A PMI chart is an example of an evaluation organizer, which are easily accessible and able to be used with students in all grade levels. In the secondary classroom, it allows students to negotiate viewpoints and create compromises while evaluating valid and invalid arguments. It also promotes the ability to form judgements on a text from making observations. This tool allows students to struggle with open-ended tasks and engage in higher-order thinking by connecting a statement, that is not of their creation, to their own opinions.

When: B/D/A. This device can be used either before, during or after reading. As a before device, it will allow students to engage their prior knowledge and begin connecting what they already know to what they are about to read about. Then, after reading, they can evaluate their opinion and see if it has changed. It can be used as a comprehension guide during reading to help students organize an argumentative writing. As an after strategy, it will allow students to summarize what they have read and put the reading into effect by forming their own opinion through evaluation of the pluses, minuses, and interesting facts presented in the reading.

Variations: Math: teaching cause and effect problems; Social Studies: debate the use of nuclear warfare; Science: when discussing controversial procedures (cloning); music: to encourage students to practice or to debate why a crescendo should be added in the music, etc.

P-M-I Chart

Directions: Copy the statement that we began discussing in class into the “statement” box below. Then fill in the following PMI chart according to each of the headings. For the first column, write ideas that would be positive aspects in response to the statement. The second column should be negative responses. In the interesting column, write ideas that you generate which are neither positive nor negative.

Statement:

Pluses	Minuses	Interesting

Point of View Guide.....Sierra Scanlan

Source: Vacca, Richard T., Joan L. Vacca, and Maryann Mraz. *Content Area Reading*. Pp. 286-287.

Outside Sources: "Writing for Learning - EDU 301 Strategy Notebook." Writing for Learning - EDU 301 Strategy Notebook. Google, n.d. Web. 26 Sept. 2016.

What? A point of view guide is used to help students step into the shoes of a character or a subject. By having students think from a perspective that differs from their own, the reading and writing taking place is meaningful. There are four key characteristics of a POVG. The first is the questions are written in an interview format so students will think from point of views that are different from their own. The second is the POVG encourages students to wonder and think since they are put in a role play situation. The third is it leads to students being engaged in their writing because it encourages them to bring something novel and personal to the role they are taking on. The last is it requires students to write in first person while they are responding to the situation they are being placed in.

How? The POVG is very simple, it just depends on how you would like to use it. The language can be formal or informal. There is usually a more informal approach to the language of the POVG since to make it more enjoyable for the students since they are taking on a role and pretending to be someone else. The structure makes it easy to be adapted to any subject.

Why? The POVG makes learning fun and it also evokes meaningful thinking. It's fun to pretend to be someone else and take on their perspective. They are able to use their creativity and imagination by doing this. Having to take on a completely new perspective forces them to think through a situation and consider the situation from a standpoint that may differ from their own.

When? It is best used before or after reading. By using it before reading, you can arouse your students' curiosity about the new unit or book you are starting. This will help students prepare themselves for what awaits them in your class. It just may not be as developed since they aren't extremely knowledgeable on the topic yet. There is also benefit in using it after reading. By using it after reading, students are able to use what they have learned and have some fun with it. They get to take on a new perspective and fully develop thoughts while doing this. Regardless of when you use it, it will require students to think in a way they are usually not thinking in.

Variations: Since the format of the POVG is general, it's pretty simple to adapt it to fit with your content area. It all depends on which way you would like to use it in your class. It could be used in an English class by having a student think from the perspective of the protagonist of the book that is being read. In a History class, you could have students take on the role of someone during the Great Depression. In a Science class, you could have students pretend as if they are an animal and interview them from the perspective of an animal. In a music class, you could place students into the shoes of a famous musician and interview them about different aspects of the musician's music. In a foreign language class, you could have students pretend they were visiting a country of your language and ask them questions about the culture and the place. In a math class, you could have the students step into the shoes of a mathematician.

Name: _____ Date: _____ Period: _____

Point of View Guide

Directions: We have just finished reading *To Kill A Mockingbird* in our English class. The main conflict in the story is Atticus Finch's decision to represent Tom Robinson in court. Tom Robinson, a black man, was accused of raping Mayella, who is a white woman. The entire town is on the woman's side, so they openly shame Atticus Finch for deciding to represent a black man in court. It was hard for Atticus Finch to keep his cool in court considering the behavior of some individuals in the court room but he does his best to help his client and also shed some light on the racial prejudice of the town. In the end of things, Tom Robinson is proven guilty. This is hard for Atticus to deal with but there's not much he can do. In this point of view guide, I want you to take on the role of Atticus Finch and think about how you would handle the given situation. Write 2-3 sentences for each questions.

Question #1: Why did you choose to represent Tom Robinson in court?

Question #2: What is the atmosphere like in the town you live in? Describe how you are being treated.

Question #3: How do you feel about losing your case?

Question #4: Why didn't you react when Mayella's father spit in your face?

Questioning the Author (QtA) Megan DeRoek

Sources:

- Vacca, Richard T., Joanne L. Vacca, and Maryann Mraz. "Questioning the Author (QtA)." *Content Area Reading*. 11th ed. New Jersey: Pearson Education, 2014. 207-09. Print.
- "Question the Author (QtA) - ReadWriteThink." *Readwritethink.org*. N.p., n.d. Web. 15 Sept. 2016.
- "ReadingQuest Strategies | Questioning the Author." *ReadingQuest Strategies | Questioning the Author*. N.p., n.d. Web. 15 Sept. 2016.

Description/ summary:

- **What:** Questioning the Author is a comprehension strategy that demonstrates the significance of questioning during and after reading a text. By asking meaningful questions, students can analyze the author's intentions for his/her writing.
- **How:** This strategy can be done in a three step process. First, the teacher must analyze the text to look for clear understandings, problems, themes, symbols, and/ or obstacles that could affect the students' understandings. Next, the teacher must decide where to stop the text and start a discussion. Third, the teacher must construct questions that will help the students to understand the intentions of the author.
- **Why:** Questioning the Author should be a strategy taught and practiced in class, because it helps to develop metacognitive knowledge. By asking the author questions such as "What is the author trying to say?", "Does the author make sense here", or "What's missing in the text?" students are becoming aware of questions and answers related to reading comprehension. Questioning the author enables students to think more in depth with what they read. Students should not always agree with the author, but instead question them. After learning this strategy, students should no longer just skim and agree with a text. They should now take time with their readings, stopping along the way to take notes and question what is being read.
- **When:** Questioning the Author should be demonstrated during reading a text. Students should participate in this strategy during reading, because students need to be constantly thinking about and asking questions while they read. Students can begin reading and stop when the understanding becomes unclear. By taking breaks throughout the text, students can analyze chunks of reading instead of the whole text at the end. QTA suggests that students ask initial questions from a beginning selection of the reading and then ask follow up questions as the reading continues. If a student waited till the very end of the text to question the author, then the student would most likely feel very overwhelmed and confused.
- **Variations:**
 - Other forms of worksheets: "At First I Thought Reading Response", "3, 2, 1 worksheet" (Three facts learned, two questions student still has, one opinion that occurred while reading).
 - Other content areas: Use in history to understand letters written during wars. Use in art on a text that explains the meaning behind a painting or drawing.

Questioning the Author

Directions: The teacher will begin reading a small section of the beginning of the poem, *The Barefoot Boy* by John G. Whittier. Once the teacher has stopped reading, please answer the following question.

- 1. Based on the passage read by your teacher, what is the author trying to say? Why do you think that? Please use textual support to explain why.**

Directions continued: Once you have answered the first question, please silently read the rest of the poem. After reading, please answer the following three questions.

- 1. Does the author clearly explain what being a barefoot boy entails? If so, please use evidence from the poem to clarify what being a barefoot boy means.**

- 2. Why do you think the author wrote *The Barefoot Boy*? Do you think John G. Whittier has a personal connection to this story? Explain.**

- 3. If you could have written *The Barefoot Boy* would you have worded the poem differently? What would you have said differently than the poet and why?**

Read Alouds.....Dana Burhorn

Sources:

"Reading Aloud-- Is It Worth It?" *Education World*. N.p., 28 Aug. 2009. Web. 18 Sept. 2016.

http://www.geocities.jp/wakaru_opera/englishmagicflute.html

Description

What: One of the most helpful reading strategies is reading the text aloud. This can be student led or teacher led. When students listen to the text while following along, they will be able to process the information more easily. You should read aloud directions, class texts, literature, children's books, reports, outside readings and any other text you would use in the classroom.

Why: No matter what age the students are, reading out loud is effective. Hearing the inflection of the reader's voice in an interesting story or listening to the instructions where the teacher over emphasizes what needs to be done helps the students remember what is important. Some teachers believe that it gives students a time to settle and not get overwhelmed by a text. Others use read-alouds as a tool of inclusion. For students who aren't at grade level with reading yet or for others with visual impairments, read-alouds includes everyone.

How: You can read aloud the text to your class, you can put the students into small groups or pairs and have them read to each other or you could assign students to read different parts. Before reading, have students predict, throughout have them take notes and follow along, and after reading summarize the text. As for worksheets, you could use anything that relates to the reading.

When: Reading aloud should be done before, when the teacher reads the instructions, during, while students read the text, and after when students reflect on what they have taken notes on.

Variations: You could use a compare and contrast sheet, a note taking sheet or a web to get the students engaged and listening. Burke suggests having students highlight parts of the text or using sticky notes to mark recurring themes.

In other Classrooms: Read-alouds can work in any classroom. For math, having students read through a word problem or in a literature class assigning students to read as characters in a play.

Summary of the *Magic Flute*

Act 1

In ancient times, in Egypt, this is an imaginary story. Prince Tamino is attacked by a big serpent. But, three ladies who are the servants of the Queen of the Night save him. Three ladies show him a portrait of the queen's daughter, Pamina, and Tamino falls in love with her even though he has not even met her. The Queen of the Night promises her daughter to him, if he can rescue Pamina who is enslaved by the evil Sarastro. Tamino decides to rescue her, and is given a magic flute by the three lady servants. There is a man, Papageno who is a bird catcher. Incidentally, he follows Tamino, and is also given magic bells by the ladies.

By the power of the magic flute and bells, Tamino finally gets to meet Pamina. They fall in love with each other immediately. In fact, Sarastro is not an evil man, but a high priest. He has protected Pamina from her mother who is filled with ambition to dominate the world.

Act 2

Sarastro imposes three tests on Tamino to get his lover, Pamina. The first test is "Silence." When Tamino falls silent, Pamina who knows nothing feels sorrow, but they can endure this test. The second test is "Fire," and the third test is "Water." They can overcome these tests through the power of the magic flute.

In addition, Papageno is also tested to get his unseen lover. Papageno is not able to endure the tests. He can't pass his tests. However, he can meet his lover, Papagen "a" through the power of the magic bells. Papageno falls in love with Papagena.

On the other hand, Pamina's mother, the Queen of the Night is furious. She tries to break into the temple of Sarastro. But, she is hit by a thunderbolt, and goes to hell.

In the end, Sarastro blesses Tamino and Pamina for overcoming their tests.

Directions:

As you listen to your classmates read the synopsis, fill out the chart to keep the characters straight. Use the right hand column to take note on what is happening to the characters in the text. When your group is done reading, come up with a brief summary to share with the class.

Character	Notes on Character
Queen Of the Night	
The Three Spirits	
Pamina	
Sarastro	
Papageno	
Papagena	
Tamino	

Two Sentence Summary:

Reading Images.....Helena Smiley

Sources: *Illuminating texts* by Jim Burke, <http://www.learnnc.org/lp/pages/675>, EDUC 412 class session on 10-15-16.

Brief Summary:

Reading images helps students to see how the images in a book add meaning to the text that is written. Once students learn how to read images, they will better comprehend the text.

What:

- Teaching the students to pay attention to details in images.
- Not just looking at an image, but **seeing** an image.
- Enriches understanding of the actual text by tapping into the students' imagination, focusing their attention, and helping the students evoke certain emotions.

How:

- Doing something with the image.
 - *Asking questions
 - *Thinking critically
 - * Assessing the image
 - *Finding added meaning and new understandings through analyzing the images.

When:

- Before reading strategy
AND
- During Reading strategy

Why:

- Helps **develop skills** in order to read all other types of text.
- Students **assess** and gain new meaning of the text by looking at the images
- Students can **create** images in their head when reading text without images.
- Helps students **feel successful**, and ready to take on new, maybe harder, text.

Variations:

- Image essay
Organize images in a certain way to make an image essay.
- Personal Logo
Make a logo that represents the student, unit, book, etc.
- Three titles
Look at an image and make a title based on observations
- Writing the captions
Give students a set of images about a process or event. Then students write captions to go along with the event.

Name: _____ Date: _____ Period: _____

***The Great Gatsby* Book Cover**

Directions: You are an illustrator of the publishing company Penguin Books. Your job is to come up with a new book cover for the classic, *The Great Gatsby*. Using the white space below please design a book cover that relates to one of the overall themes of the novel. On the backside of the page please write a paragraph that explains your illustration, the theme you chose, and how the two connect.

Reading Tests.....Olivia Covert-Proctor

Sources: Burke, Jim. "Read Tests." *Reading Reminders: Tools, Tips, and Techniques*. Portsmouth, NH: Boynton/Cook, 2000. 149-50. Print.

Johnson, John A. "Levels of Understanding Assessed by Multiple Choice Questions." *Examples of Multiple Choice Questions and the Depth of Understanding They Assess*. Penn State University, 26 Aug. 2003. Web. 10 Oct. 2016.

What: Testing is the norm for checking the understanding of students. It has been in the past, it is currently in the present, and will most likely continue to be in the future. Testing is a valuable tool that can be used formatively or summatively to find out what a student does or does not know. Multiple-choice testing is also currently the norm to test students nationwide, although the trend is currently in decline, with individual states making the decision to take standardized testing into their own hands.

How: There are many different strategies students can utilize to help them maximize their test reading abilities, ten are listed here. They are skim and scan, do the easy ones first, read all the possible answers first before answering, eliminate the wrong answers, paraphrase the question in your own words, watch out for traps, try to answer the question before looking at the possible answers, read recursively, read the answer sheet, and answer in the order that works best for you. Some of these skills might be considered common sense to students, but they are not. Each one must be taught. Each one can be explained and demonstrated to students.

Why: Because paper testing is so prevalent in the United States, students need to know how to read tests and the various types of questions that appear on tests. Many students struggle to read at grade level in general, and when giving tests, some teachers intentionally try to trip students up with certain phrasing in test questions, so when students cannot read at grade level, they would struggle just to read the test let alone the tricky questions. These strategies must be explicitly modeled for students so that students have the best possible tools when taking tests so that teachers know that their tests are checking for students' understanding of their content, not their reading abilities.

When: These methods should be taught to students before tests are given, preferably beginning at a younger age, but at any grade would work, however these skills are put to use during tests, whether they are formative or summative to give students the best chance to show their understanding of the class' content.

Variations: Every class a student is in should teach these methods separately because each class asks different types of test questions. Math could demonstrate these skills in the context of a story problem. Science could demonstrate these skills in the context of reading graphs or data sets. English and history often ask comprehension questions about large chunks of text, so these skills can be taught with those in mind. Music can demonstrate the skills in the context of theory versus history questions, and foreign language can teach the difference between reading questions in English and the target language.

Reading Tests

Anleitung: *Read the accompanying handout on the different ways of reading test questions. After you have read the statements, use your prior knowledge and the information from the worksheet to discuss them with your group mates and write the benefits of each type of reading in the appropriate box. Decide which ones would be the most beneficial to you.*

Skim and Scan

Do the easy ones first.

Read all the possible answers first before answering.

Eliminate the wrong answers.

Paraphrase the question in your own words.

Watch out for traps.

Try to answer the question before looking at the answers.

Read recursively

Read the answer sheet

Answer in the order that works best for you.



HOW DO I READ
THESE THINGS?

Techniques for Reading Test Questions

1. **Skim and Scan:** Flip through the whole test to get a sense of the number of questions, type of questions, which questions should be easy, and which should be hard. This will help you focus.
2. **Do the easy ones first:** Doing the ones you know first will give you time to focus on the harder test questions as well as building up your prior knowledge and having a pool of help for difficult questions.
3. **Read all the possible answers first before answering:** Sometimes teachers will try to trick students with an 'all of the above' or 'none of the above' question, so it is important to read all of the possible options.
4. **Eliminate the wrong answers:** If you know an answer or an answer is obviously wrong, eliminate it right away to eliminate any distractors.
5. **Paraphrase the question in your own words:** If you put the question in your own words, you have a better chance of understanding the question.
6. **Watch out for traps:** Some questions will try to trap you. Watch out for the word not. This is especially true for standardized tests.
7. **Try to answer the question before looking at the answers:** This really applies to a multiple choice test. Knowing the answer in your head ahead of time will help you know what to look for when you try to answer the question.
8. **Read recursively:** This is especially true for essay or story problems. Going back and reading the question multiple times to catch any information you might have missed is a vital tool when taking tests.
9. **Read the answer sheet:** Even if the test is on a Scantron, there might be vital information on the answer sheet that could cost you points.
10. **Answer in the order that works best for you:** It's your grade. If doing the test backwards, starting in the middle, or skipping every other question helps you succeed and read the test better, do it!

Repeated Reading.....Mackenzie Leatherman

Summary: Repeated reading gives the students the opportunity to interact with the text at least three times. It is most beneficial when students are struggling with a difficult text. Repeated reading can help students gain confidence in their understanding, help with comprehension and increase engagement with the text.

What: The Repeated Reading strategy is when a teacher facilitates encourages student understanding of a text by having the students reread the text to increase comprehension.

How: When a teacher has a difficult text that their students must get through, they should use the repeated reading strategy in order to help students accomplish the objective. In the standard repeated reading strategy, the teacher has the students read the text three times. The students read the first time and underline the parts of the text they do not understand. Then, they rate their reading on a scale of 1-10. The students read the text a second time and underline what they do not understand and rank their understanding on a scale of one through ten. Then the students read the text a third time and underline what they do not understand again. Finally, the students ask a question they still have from the reading. After the third reading students get into small groups and ask their questions and work together to answer their questions. Then, the class discusses questions they still have about the text. There are many ways a teacher can do a repeated reading. Teachers can read to their students, do a mixed reading, all 3 reading can be silent. The strategy is very flexible. You will choose how the text is read depending on what your goal is for the class.

Why: Students use repeated reading in order to increase comprehension of a difficult text. The repeated reading strategy would also be useful to help students develop their fluency. The students will be able to understand a difficult text. The students will be able to analyze their own comprehension of the text. The students will react to the text by asking questions after they read.

When: This strategy could be used before, during, or after a concept is introduced. Repeated reading would work well before introducing a topic. Repeated reading is a great way to introduce a new topic and to help students understand a new concept. This strategy could be used during. This strategy could also be used after to encourage students to reread before they are assessed.

Variations: I think this strategy is very accessible in every subject. If you find that your textbook is above grade level or at grade level, but you still need to use it, use this strategy to make sure your students comprehend what they are reading. I would use this in English when I am teaching Shakespeare because that is an intimidating text for students. In music I think this would be a great strategy for introducing lyrics to a song if you teach choir. For a math class you could use the repeated reading strategy on a lengthy word problem. In history class, you could use this when you are reading a primary source like an essay. For foreign language I remember doing culture readings in Spanish, it would be helpful to have students read over the culture texts multiple times to check for comprehension and fluency.

Other Sources:

1. Reading Rockets

<http://www.readingrockets.org/article/developing-fluent-readers>

2. PBS Learning Media

Repeated Reading

Directions: We will read Sonnet 130 by William Shakespeare as a class. Underline, in a thick line what you do not understand. Then rate your understanding from 1-10, 10 being a very clear understanding.

The second time you read, choose someone from your PLC to read out loud. While they are reading underline what you do not understand with a dotted line. Rate your understanding again. Finally, read the text silently and underline in a squiggly line what you do not understand. Write one question down that you still have from the text.

(Sonnet 130)

William Shakespeare, 1564 – 1616

My mistress' eyes are nothing like the sun;
Coral is far more red than her lips' red;
If snow be white, why then her breasts are dun;
If hairs be wires, black wires grow on her head.
I have seen roses damasked, red and white,
But no such roses see I in her cheeks;
And in some perfumes is there more delight
Than in the breath that from my mistress reeks.
I love to hear her speak, yet well I know
That music hath a far more pleasing sound;
I grant I never saw a goddess go;
My mistress when she walks treads on the ground.
And yet, by heaven, I think my love as rare
As any she belied with false compare.

First Reading 1-10	Second Reading 1-10	Question After Reading:

Save the Last Word for Me..... Ben Groselak

Sources:

City, Elizabeth A. "Talking to Learn." *ASCD*, Nov. 2014, www.ascd.org. Accessed 16 Oct. 2016.
Wormeli, Rick. *Summarization in Any Subject: 50 Techniques to Improve Student Learning*. ASCD, 2005.

What? Save the Last Word for Me is a student-to-student discussion of important concepts or words read by students in a text or watched in a video. This strategy allows for multiple perspectives to be taken into account about topics that are of interest or confusion to the readers.

How? While reading/viewing, students write down any key words, phrases or ideas that they think of. Then, they choose one of these ideas to present to their groups of 4-5 students. One person starts the discussion by presenting their idea. Then, each of the other students takes turns to discuss the idea. Finally, the original presenter gets to present the final thoughts on the idea. This cycle then repeats with the next presenter.

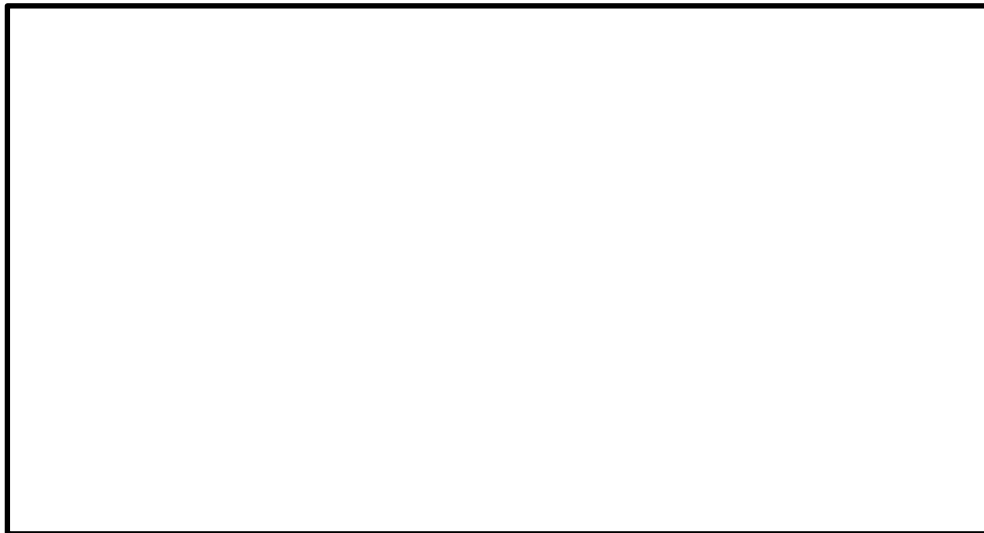
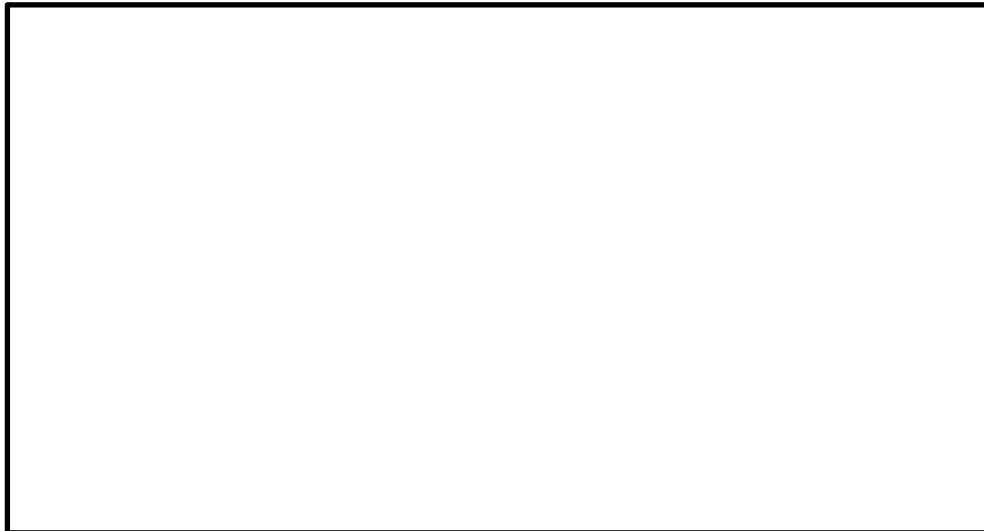
Why? This strategy gets students actively thinking about and interacting with what they are reading and viewing. It also gets students talking about and discussing important ideas. Because the discussion is student directed, students can feel more open to talking about how they feel about topics. This strategy is also a fun way to introduce key ideas.

When? This strategy is both a *during* and *after* strategy because students write down thoughts and ideas that they have during reading, and then discuss these ideas as well as the important ideas that other students have after they have read. This would be an important strategy to use at the beginning of a new unit, because it can get students thinking about and talking about key ideas of a new topic.

Variations: This strategy can be used in all content areas. In a science class, the teacher can show a video or have students read the textbook and write down something about the process happening or observations. In an English class, students can read a short story, poem, or part of a novel and write down something about the plot, setting, climax, or characters that stands out to them and then discuss with a group. In a music class, students can look at a part of music history and write down characteristics or trends of different eras. In a history class, teachers can have students look at letters or other artifacts from a specific time period and have students write down and discuss some important issues that they represent. Another variation I found for a math class would be to have students write down different problems from their book and how they would solve them and then discuss with other students about different ways to solve the problems.

Save the Last Word for Me

Directions: Read through the assigned pages of your textbook. On one notecard, write down three questions, ideas, or quotes that you had from reading the text. Then, in groups of three, take turns presenting your questions, ideas, and quotes: One person will start by presenting something from their notecard but not why they wrote it down. Then, the other two students respond to the idea. While the other students are responding, the original presenter should be writing down notes on the other notecard. Next, the initial presenter talks about why they wrote down that question, idea, or quote. Move to the next student, and repeat this until all questions, ideas, and quotes are presented.



Share One; Get One.....Megan DeRoeck

Sources:

Wormeli, Rick. "Share One; Get One." *Summarization in Any Subject: 50 Techniques to Improve Student Learning*. Alexandria, VA: Association for Supervision and Curriculum Development, 2005. 138-39. Print.

Description/ summary:

- **What:** Share One; Get One is a technique that helps students quickly understand information read from texts. This technique breaks down lectures, presentations, long reads, etc. by placing the new concepts and facts into small chunks.
- **How:** In order for this technique to be completed, students need a writing utensil and a piece of paper. Students can draw a grid of three, four, five, or even ten equally sized boxes on the paper. Another option is for the students to fold a blank piece of paper in order to create a grid. The number of boxes should be determined by how much time the students have to complete the strategy and by how much information is presented in the reading. Students should be asked to write different facts, ideas, themes, etc. that they learned from the prior reading in a certain number of boxes. After the students have completed their assigned number of squares, students can then move around the classroom, discussing with their classmates important information they found from the text. The students should hold on to their own papers, writing down the other students' ideas and information in their own words. The students have completed the assignment after all the squares have been recorded on.
- **Why:** Share One; Get One is a strategy that should be taught and used in class because it helps students understand overall concepts by breaking the facts and ideas into smaller and more understandable steps. If students are confused after a reading, then this technique should help with clarity. Also, Share One; Get One allows students to interact with each other and share ideas. By discussing each other's charts, students may recognize concepts they wouldn't have thought about on their own.
- **When:** Share One; Get One should be used after the students have read the text. The lesson's concepts and skills must be presented in order for the students to try and understand the material. After the students have been introduced to the concepts and skills, then they can process the material and try to make sense of it through this activity. Share One; Get One works to provide clarity to puzzled students and students can't know what is really confusing them until after they finish reading the text.
- **Variations:**
 - Have students write a summary of the reading with the information recorded from the grid.
 - Have students put the squares into logical order by ordering the boxes into sentences.
 - Can be used to review information before continuing on with further reading or before taking a quiz or test.
 - Can be used as a discussion starter. The teacher can ask questions such as "What are the most important ideas presented in the text?" or "How did you using this strategy help your understanding of the text?"
 - This strategy can be used in all subjects
 - For example, in science, students can read about the scientific method and write three of the steps in the three squares. They can then have their classmates write the other steps in the other squares. After the grid is filled, students can write the correct order of the steps in the scientific method.
 - In math, students can write in each box different steps or strategies to solve proofs.
 - In English, students can write symbols in each box and what the symbols allude to.

Share One; Get One

Directions: After reading Chapter two of *The Outsiders* please fill out three of the nine boxes. In the squares, address different themes and symbols that were presented in chapter two. When you have recorded three squares, then get out of your seats and talk to six other students about what they wrote and fill in your six boxes with their information. Please sit back down when your grid is completed.

Sustained Silent Reading (SSR)..... Monica Gil

Sources

Burke, Jim. *Reading Reminders: Tools, Tips, and Techniques*. Portsmouth, NH: Boynton/Cook, 2000. Print. (Pages 4-7).
Gardiner, Steve. *Introduction: Why Use Sustained Silent Reading?* Alexandria, VA: ASCD, 2016. Web. <
<http://www.ascd.org/publications/books/105027/chapters/Introduction@-Why-Use-Sustained-Silent-Reading%C2%A2.aspx>>.

What?

SSR is meant to improve students' reading stamina, fluency, and engagement by enforcing individual silent reading on a regular basis. Students also learn to make connections by writing and talking about the text, as well as gain exposure to more books.

How?

The teacher decides how often SSR will occur; daily or weekly is a standard interval. Students select their own book to read and are given a set amount of time to read their books independently. It is important to emphasize that SSR time is not "free time" or a study hall; this time *must* be used only for reading. Then, the teacher should give students time to reflect upon or interact with the text. There are many possible formats for this, including small-group discussions, journal writing, or whole-class discussions. Teachers are encouraged to keep track of their students' SSR performance by keeping a tally of pages read, asking students to complete reading logs, and/or scheduling SSR conferences with students to discuss their reading progress.

Why?

SSR is one of the effective ways to improve student reading at any grade level. For one, students are given options almost every step of the way, which means they are more intrinsically motivated to get through the text. The consistency of this activity, as well as the strict SSR-only rule, minimizes distractions and creates expectations that are easy to follow. From another perspective, starting class with SSR is a great classroom management tool, as it gets students to be quiet, in their seats, and focused almost immediately. It is also a strategy that works well for students of all levels, including struggling readers and ESL students; they pick their own texts, which means they do not have to struggle through incredibly difficult texts unless they are up for the challenge. More broadly, SSR makes reading fun and accessible for students and encourages them to become lifelong readers.

When?

This strategy works best as an After strategy. Because this strategy is also focused on building stamina, it is important that students get a significant amount of uninterrupted reading time. Students should not be writing while they read; the SSR activity should be completed after the day's reading and serves as more of a reflective, post-reading activity. This does not mean that students should wait until they have entirely finished a book; in this way, it could be viewed as a During strategy, because students are stopping at various points in the book to interact with the text.

Variations

While it is clear how SSR is appropriate in an English class, it can work well in any content area. Teachers can put together a mini-library of content-related books, magazines, articles, etc. for students to choose from for SSR time. Another option is for teachers to keep book options completely open-ended and instead design the post-reading SSR activity in relation to their content area. For example, students could be given a prompt asking them to connect their book to one idea from the current unit of study.

Summarization Pyramid..... Brianna Hartney

Sources:

Anderson, Valerie, and Suzanne Hidi. "Teaching Students to Summarize." *Education Leadership* (1989): n. pag. Jan. 1989. Web.

Wormeli, Rick. "Summarization Pyramid." *Summarization in Any Subject: 50 Techniques to Improve Student Learning*. Alexandria, VA: Association for Supervision and Curriculum Development, 2005. 155-157. Print.

What? Teaching students how to summarize a text is very important. The summarization pyramid is a strategy used to help students summarize a text. This strategy helps students to identify important information from the reading by prompting them to write about it. This strategy then ultimately gives students a strategy to use when trying to summarize a text.

How? This strategy is used by making a pyramid shape with usually 5-8 lines. You can add more lines of the prompts you want to include require students to have more detailed answers. Teachers must then make prompts for each line of the pyramid that students will write a response to. Each prompt should require students to give a more detailed answer as the student move towards the base of the triangle.

Why? Summarizing a text is often very difficult for students to do. They usually don't know what information is important enough to include in the summary. That is why it is so important to teach students how to summarize a text. This strategy helps students to pick out information that is important because they will see the important information in the prompts. This strategy also allows students to interact with the topic of the reading in several different ways which will help students to understand reading at a higher level because they will be learning the information from different angles.

When? This strategy should be done as an after reading activity. This is because it is meant to help students to learn how to summarize a text and to do that the student should read the text before they try to summarize it. Also, this strategy helps students to understand what they just read at a higher cognitive level which would mean that they should read about the topic before trying to write about it. Therefore, it makes sense that the student needs to have read the text beforehand if they are going to do this activity.

Variations? Some variations for this activity are that it is easily adaptable for any content area. The teacher creates their own prompts so, it would be simple to adapt in any classroom with pertinent prompts. Also, one could change the shape from a pyramid to a tree for example if you were talking about lineage of a family or cause and effect in a reading. As you can see the shape could be changed into anything the teacher wanted; they could even change it to match what the topic is that they read about. Therefore, it is easy to see how this strategy is easily adaptable for any classroom.

Summarization Pyramid

Directions: After reading our chapter on area, look at each prompt below and then provide an answer on the matching line of your summarization pyramid. The length of your answers should correspond with the length of the line.

1. Provide a synonym for area.
2. Name one or two other topics that relate to area.
3. List three facts about area.
4. Write a formula related to finding the area of a shape.
5. Write a book title or news headline that would capture the essence of area.
6. Describe/ name people who would use area for their job.
7. Explain some reasons why we study area.
8. Explain what you have learned from studying area.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Using Picture Books as a Hook..... Olivia Weismann

Sources:

- Vacca, Richard T., Joan L. Vacca, and Maryann Mraz. "Picture Books." *Content Area Reading*. 11th ed. New Jersey: Pearson Education, 2014. 356-361. Print.
- Carr, Kathryn S., et al. "Not Just For The Primary Grades: A Bibliography Of Picture Books For Secondary Content Teachers." *Journal Of Adolescent & Adult Literacy* 45.2 (2001): 146. *Academic Search Complete*. Web. 16 Sept. 2016.
- Celenza, Anna Harwell, and JoAnn Kitchel E. *Gershwin's Rhapsody in Blue*. Watertown, MA: Charlesbridge, 2006. Print.

What? Using a picture book as a hook for a secondary education classroom is useful because it grabs the attention and interest of the student almost instantly. Picture books also preface a lesson by giving background knowledge about people, places, experiences, and events.

How? This strategy is extremely useful for exceptional learners, or students who struggle with reading and are English language learners. However, this skill benefits learning in virtually every content area.

Why? The use of a picture book helps otherwise dense information come alive on the page through the use of illustrations. Picture books create a lively hook that is likely to engage the reader and can scaffold student understanding through formats that intrigue rather than intimidate.

When? Introducing a picture book to a class of secondary education students (as well as elementary students) works best when used as a beginning hook before the lesson is taught. In my scenario, I use *Gershwin's Rhapsody in Blue* before I were to describe George Gershwin and his effect on music history of the 20th century. The three-column organizer is also useful with this strategy to outline the classes knowledge when they articulate their understanding B/D/A.

Other content areas?

Check out my "Not Just For The Primary Grades" source (from EBSCO Host on the Augie Library page) as well as page 360-361 in Vacca's *Content Area Reading* for a comprehensive list of picture books that work well in Social Studies, Language Arts, and Science and Math. Many children's books revolve around poetry and songs as well. World languages can use familiar children's books but in the language of their content area.

Suggestions of books:

History: "Hidden Child" (Isaac Millman, 2005)

English: "William Shakespeare's Macbeth" (Bruce Coville, 1997)

Science: "The Man Who Made Time Travel" (Lasky, 2003)

Math: "Go Figure! A Totally Cool Book About Numbers" (Ball, 2005)

Music: "Mole Music" (McPhail, 2003)

Spanish: "El perro con sombrero" (Derek Taylor Kent)

Gershwin's Rhapsody in Blue
Written by Anna Harwell Celenza, Illustrated by JoAnn E. Kitchel

Directions:

1. *Jot down in the Before Column your knowledge of George Gershwin and his composition, "Rhapsody in Blue." Pay close attention to the picture book as it is read aloud to you and take notes of observations you make in the During Column.*
2. *After the story has ended, discuss with the members of your table what you learned and reflect on Gershwin's Rhapsody in Blue.*
3. *Elaborate on your knowledge after having read the story in the After Column.*

Before	During	After

Vocabulary Square..... Luke Turelli

Source: http://www.readingfirst.virginia.edu/prof_dev/vocabulary/direct.html

What: This strategy is a vocabulary strategy. It is more than just having students write vocabulary words and definitions though. It requires a higher level of thinking when completing the vocabulary square worksheet. Especially for the example section, the student has the opportunity to be creative with their learning. In other variations of the template, the example section was drawing a picture of the vocabulary word. For chemistry, some of the terms you cannot draw pictures for so I changed it to simply an example section.

How: There are plenty of ways to do this strategy. One would be the way that I taught this lesson, which would be giving students an article to read with the vocabulary in the article. You could also use this with the textbook and have the vocabulary squares be their note taking on textbook pages they would read. As long as there is important vocabulary to be learned, a teacher could apply the vocabulary square literacy method to the reading.

Why: Teachers would want to utilize this strategy because it is more beneficial to students than simply writing out words and their definitions. There are countless different templates for vocabulary squares online that could be applied to different content areas. The different templates have different titles for each section of the squares as well. This method of vocabulary learning would also give students a cheat sheet with important vocabulary words on it with how to use the words and good examples of the words that they create. This strategy is overall more interactive and beneficial to student learning of vocabulary words.

When: Teachers could use this literacy strategy before, during, and after reading. Before reading, teachers could give students vocabulary words using this worksheet and have them fill out the word sheet in order for the students to understand the vocabulary in context while they complete the reading. As a during reading strategy, students could fill out the vocabulary squares as they complete the reading and as they see the vocabulary in the text. As an after reading strategy, students could fill out the vocabulary squares after they had completed the assigned reading. Again, as long as there is important vocabulary to be learned, the vocabulary squares literacy method can be applied.

Variations: For biology, you could use this strategy for parts of a cell. For history, you could use this for a Civil War unit. For music, you could use this to help define different musical time periods. For math, you could use this for different math rules, for example log rules. For an English class, you could use this for the parts of a sentence. And for foreign language, you could use this for any vocabulary students might need to know.

Vocabulary Square

Directions: Read the assigned passages and complete the four vocabulary squares. In the word section of the square, you only need to put one of the four periodic table trends. For the definition section, you write the definition that you will find in the passage given to you. For the examples section, write an example for one element with a high and second for a low level for the periodic trends. For the last section titled sentence, use the new vocabulary word in a sentence.

Word	Definition
Examples	Sentence

Word	Definition
Examples	Sentence

Word	Definition
Examples	Sentence

Word	Definition
Examples	Sentence

WebQuest.....Nelle Conley

Source: Vacca, Richard T., Joan L. Vacc, and Maryann Marz. *Content Area Reading*. Pgs 52-54.
Outside Sources: "Creating WebQuests." *WebQuest.org*. Bernie Dodge, n.d. Web.
Dodge, Bernie. "QuestGarden.com." *QuestGarden*. N.p., n.d. Web. 25 Sept. 2016.

What? A real WebQuest is wrapped around a doable and interesting task that is preferably a scaled down version of things that adults do as citizens or workers. It requires higher level thinking, not just summarizing. This includes synthesis, analysis, problem-solving, creativity and judgement. Books can be used in a WebQuest, but if the web is not used at all it is not a true WebQuest. WebQuest is one effective tool that facilitate the integration of content, critical thinking, communication, and technology.

How? Teachers currently have access to hundreds of WebQuests on a variety of topics, all on the Web. First time users may wish to take advantage of these by using an existing WebQuest, or technically savvy teachers can create their own. There are so many resources readily available to teachers of WebQuests that are already made and cover just about every topic imaginable.

Why? Makes good use of the web. A WebQuest that isn't based on real resources from the web is probably just a traditional lesson in disguise. WebQuests increase competency in the use of technology and also provides motivational techniques to keep students on task. It also provides a teacher-facilitated exploration and engages students in learning. It is also a really good way to either introduce a new topic, or end an old one.

When? It can be used at any point in a lesson, but is generally good for beginning a new unit as an anticipatory set, or concluding a unit as a summation. It can benefit the beginning of a lesson because it is a clear way to introduce an entirely new topic, but it is also a good thing to end a lesson with because the students could do a WebQuest as a big final group project.

Variations: It's pretty clear that the WebQuest Model is extremely accessible to any content area; the resources found online (WebQuest.org, QuestGarden.com, etc.) have an enormous amount of different examples and uses of WebQuests for any subject matter. It could be used in any content area that is interested in increasing technology uses in the classroom.

WebQuest Worksheet

Directions: Type in www.questgarden.com/61/99/5/080306154328/index.htm into the search bar. Go through the WebQuest on *The Music of the Soul: Slave Songs and The Birth of a New American Music* with 3 other people around you. Answer the questions together under the “task” section.

Questions to Investigate:

1. What are some examples (cite 2) of slave songs and spirituals?
2. What did these songs “talk” about? What imagery, metaphors, and analogies did they use and why?
3. How did these songs “function” for slaves? Why did they sing these songs? What purpose or purposes did they serve?
4. What did they sound like? What was the origin of their sound?
5. What connection exists between these songs and contemporary music? What are those connections?
6. What music forms and styles were influenced by these songs? Can you cite certain examples or artists from your own experience?

Website Credibility.....Sylvia Salinas

Sources:

- Burke, Jim. *Reading Reminders: Tools, Tips, and Techniques*. Portsmouth, NH: Boynton/Cook, 2000. Print. (Pages 135-136)
- Vacca, Richard T., Jo Vacca Anne L., and Maryann Mraz. *Content Area Reading Literacy and Learning Across the Curriculum*. Glenview, IL: Scott, Foresman, 1989. Print. (Pages 40-42)
- Bromann-Bender, Jennifer. "You Can't Fool Me: Website Evaluation." *Library Media Connection* 31.5 (2013): 42-45. *Academic Search Complete*. Web. 26 Sept. 2016.

What

Students now almost solely use the internet to do research on all projects. It is important that students realize how important it is to find credible sources. There is a wealth of information on the internet at the disposal of students, however students need to learn how to filter through it.

How

There are 4 lenses in which students can use to test if a website is credible. They are 1) examining what bias the site may contain. 2) determining how reliable the site is. 3) determining the accuracy of information on the site. 4) synthesizing the information presented on the site in a meaningful way. These 4 lenses help the student see if a website will be useful to them or not in their research.

Why

There is a wealth of information on the internet ready for students to use, however they need to be taught which sources are credible versus which ones are not. They also need to be taught how to use these websites wisely. May have the façade of a real reliable website, but after a deeper look it either is very biased or has fake information on it.

When

It is important to have this lesson with kids before they are set loose to do research for a project. This way students are prepared to search for credible sites. This handout is also useful during the research process since it reminds students to always be watchful of websites. Since it has students fill out a worksheet while they are on the sites it actively makes them constantly test the reliability of the website.

Variations

This is not a content specific lesson. No matter in what classes students will be asked to do research online. It is vital that they know how to find it online. However, the worksheet can be adapted to your specific content area.

Name: _____ Date: _____ Period: _____

Website Evaluation Form

Directions: Using the website <http://australianmuseum.net.au/drop-bear> fill out this worksheet to see if this is a credible website.

Bias

1. Can you identify any bias that this website would have?

Reliability

1. Who is responsible for the information on this page?

2. What is the purpose of this page?

Accuracy

1. How accurate would you rate the information on this website page on this website from 1 to 10, 10 being the most accurate. Please explain why you gave the rating you gave.

Synthesize Information

1. Is the information organized effectively? How is the information organized?

Word Sort..... Douglas Williams

Word Sort: Jim Burke Pg. 69-71

Outside Sources: http://www.readingrockets.org/strategies/concept_sort
<http://www.readingeducator.com/strategies/sort.htm> <http://www.readwritethink.org/professional-development/strategy-guides/introducing-ideas-vocabulary-with-30953.html>

What: A word sort is a vocabulary and comprehension strategy used to familiarize students with the vocabulary of a new topic or book. It can be used to introduce or assess the topic/texts vocabulary or concepts. The way it teaches the vocabulary or concepts is by having the students create connections between the terms and a category, which is done through deduction. This results in them developing a deeper understanding of the key concepts and vocabulary from the assigned reading/topic.

How: The teachers provide students with a list of terms or concepts from the reading material. These terms are generally written on note cards. Students then place words into different categories based on each word's meaning. After doing so the students then explain/rationalize their answer to the rest of the group or class.

Why: The Word Sort helps the students activate and use their knowledge as well as providing them an opportunity to learn from and with each other, along with being engaged with the text. This increases the students' ability to create connections between terms/vocab and categories through their deduction skills. In order to achieve this connection, the students have to think critically and employ strong reasoning, which is achieved by evaluating, exploring, and explaining their answers. All of this results in the students developing a deeper understanding of the key concepts and identifying its true meaning.

When: A Word Sort can be used as either a before or after reading activity. When used before reading, it allows the teacher to get an understanding of the students' knowledge of the topic, specifically the vocab. It also allows the information/vocab to be introduced. I used it as an after reading activity in order to check the students understanding of the text and vocabulary, along with creating connections and a better understanding of the vocab/concepts.

Variations: There are two different variations for a Word Sort and they are closed and open. Also, the teacher could supply the category but have the students locate the key terms in the reading and then put them in the correct category. This strategy can be used for any content area because all of them have vocabulary that can be put into categories of their choosing.

Closed Word Sort=The teacher provides the categories (and the specific features of each) to the students. The students then match the words with the features to create the word collections.

Open Word Sort=The teacher provides only the list of words. Students work together to discern the common features and to describe the categories for collecting the word groups.

Word Sort: Civil War

Directions: Work in groups at your tables to put the different titles for the Civil War, which are written on note cards, in the correct category. The two different categories are North and South. Each student will select a note card, which has the different titles for the Civil War, and put it in the category. Then I want each person to give an explanation to the rest of the group on why they put it in that specific category. The rest of the group will then give their opinion on whether they agree with the student's category placement (North/South).

North

The Great Rebellion

The War to Preserve the Union

The Schism

The Brothers War

The Late Friction

South

Second American Revolution

The War to Suppress Yankee Arrogance

The Great Occupation

The War of the Sections

The War of Northern Aggression

Word Splash.....Tyler Rubarts

Source: Wormeli, Rick. *Summarization in Any Subject: 50 Techniques to Improve Student Learning*. Alexandria, VA: Association for Supervision and Curriculum Development, 2005. Print.

Outside Sources:

Teachers, By Teachers For. "Classroom Games: How to Use Word Splash."
TeachHUB.

What: The Word Splash strategy allows students to make connections between new vocabulary words. It allows them to organize the words and then explain what order they put the words. My outside source described this strategy as perfect for struggling or reluctant readers because it gives them a purpose to read and helps capture their attention and motivates them to learn.

How: To perform this strategy you first have to organize the words you want to use in a random order. You can do this by putting them on the board or you can give each group their own words and have them scatter them on their desks. Then you have your students to postulate connections among the words. Once they finish making connections within their groups, ask them to share their thinking. After the rest of your lesson have your students apply what they have just learned and make new connections.

Why: This strategy should be used in classrooms because it is a good way to help student's make connections between the words. It also improves their summarization skills by having them write out how the words are connected together. It also is helpful in accessing their prior knowledge to make connections between some words that they may not know. This is also a good way to get students to look at information more than once, which is important because they then will be able to recall the information better because they have studied and looked over the material multiple times.

When: In the classroom, this strategy should be used as a before-reading strategy. You would use this as a before reading strategy because it allows students to only use their prior knowledge to try and make sense of the vocabulary and the concepts. It also allows them to make connections between their prior knowledge and the new concepts. Then once you have taught the students about the words, you could then use the same words as an after-reading strategy and have them make new connections or revise their prior understanding of the words. This also makes sure that they are not holding onto their prior connections if they happened to be wrong.

Variations:

You can use Word Splash in any content area if you want students to learn specific vocabulary words.

Word Splash

Directions: With your group, look at these words and try to put these words in a logical and sensible order on a separate sheet of paper. When everyone is done making their order, one person from each group will present, in order, to the class. I also want you to explain your reasons for putting the words in that order.

OBSERVATION

INDEPENDENT

EXPERIMENT

Science

DATA

THEORY

hypothesis

LAW

DEPENDENT

Word Walls & Linear Arrays..... Gabrielle Snyder

Sources:

<http://www.scholastic.com/teachers/article/word-walls-work>

Burke, Jim. *Reading Reminders*. Boynton/Cook Publishers. New Hampshire, 2000.

What: Word walls are when teachers hang up words that students are learning around their classroom in order to help students visualize how much they are learning and retain the new terms. It provides for a display of words that have been introduced in the class so that students can review them. Linear arrays help show the varying degrees of meaning between two extremes. Students fit words onto a continuum in order to help make meaning and recognize the connotation of words.

How: There are many different ways that teachers can implement words walls and linear arrays in their classrooms. A teacher could just have a word wall that gets built up over time by any word that the students learn, whether it is related to class or not. For example, a teacher could have students write down unfamiliar words from their SSR books and share them with the class. These words could be put on the word wall. Teachers might also have a word of the week and continue adding these words on the wall after discussing the meaning of each word and practicing using them. In certain content areas, these words can be current concepts or vocabulary terms. It is really quite simple to make a word wall. All teachers have to do is put a word that students learned on the wall and talk about how to use that word and what it means. Linear arrays are done when the teacher just gives students notecards with related words on them and the students rank them on a continuum.

Why: These word activities help to build vocabulary and encourage students to be more precise when expressing themselves. These strategies will help students be more mindful about the words that they use, and they will be able to broaden their knowledge of words and be more accurate when describing things. They will be able to see all of the new words that they learned which builds confidence in learning.

When: This strategy should be used continually throughout the year in order to help students monitor progress. Linear arrays could be used anytime students are learning words or concepts that may be closely related. Linear arrays could help students highlight those differences.

Variations: It is very easy to adapt word walls and linear arrays to any classroom. Every subject has vocabulary terms or certain things that students need to familiarize themselves with. In history, there are major historic events and people that would make for great word walls. In math, there are multiple theorems and formulas that math teachers could hang on the walls or make linear arrays out of to help students retain and comprehend them. In music there are different symbols, techniques, composers, and styles that students need to be aware of. In science, there are many different concepts and words that need to be understood. Finally, in English and foreign languages there is no shortage of words to put on a word wall.

Name: _____ Date: _____ Period: _____

Word Walls and Linear Arrays

Directions: Cut out these words and make a linear array out of them. You make a linear array by putting the two words that are the most contrasting on both ends and arranging the other words somewhere in the middle. Use dictionaries to help you. Then, we will add the new words to our word wall after we discuss what each of them means and how to use them.

Suppose	Conceive	Presuppose	Swallow
Accredit	Deem	Posit	Trust
Know	Postulate	Regard	Conclude
Understand	Know	Affirm	Consider

Word Problem Roulette.....Elisa Wentz

Barton, Mary Lee., and Clare Heidema. *Teaching Reading in Mathematics*. Aurora, CO: McREL (Mid-continent Research for Education and Learning), 2002. 130-131. Print.

Burns, Marilyn. "Writing in Math." *Educational Leadership* 62.2 (2004): 30-33. *PBS.org*. PBS. Web. 28 Oct. 2016.

What: The Word Problem Roulette is a strategy in which students write the solution to a word problem in words and sentences instead of with mathematical symbols. The strategy allows students to verbally process problem solving strategies before writing the strategies in words on paper.

How: For this strategy, students are put into groups and given one or more word problems. The group discusses how they want to solve each problem. Once they have determined their plan of action to find the answer to a word problem, the students will take turns writing a sentence of the steps they will need to take to get the correct answer and then passing the handout to another group member, who will then do the same. After each group has completed the process, each group will choose one member to read to the class group's process for completing the problem, while another chosen member will finally write the steps in mathematical symbols on the whiteboard.

Why: This strategy is useful and important for increasing students' abilities to clarify and organize mathematical ideas and concepts. This strategy gives students an opportunity to first engage in discussing a math problem and the various ways of solving is an important process, particularly when there are multiple ways to solve. By discussing, students are able to consider multiple viewpoints of the problem that peers may have. After discussing, writing allows students to clarify and solidify their ideas and understanding of how a problem should be solved. Not only does writing help students to strengthen their knowledge of mathematics, but writing also helps teachers to assess what students understand and whether or not a student has some misconception that must be addressed. Finally, being able to write mathematical symbols from a written explanation will strengthen students' understanding of mathematical syntax.

When: The Word Problem Roulette strategy is usually one that occurs after reading a story problem. Using the strategy after reading a story problem helps students to consider the various elements of the problem, weighing how each piece of information given is significant. The strategy also helps students create a plan of action for solving the story problem after they have read it. Finally, using the strategy after reading a problem allows students to solidify their plan of action they discuss through writing.

Variations: This strategy, though created for mathematics, can be used for a variety of other subjects. Reading, discussing, and then writing a process may be quite useful for science. Instead of a story problem, students may find that reading, discussing, and then writing about an upcoming lab experiment helps them understand what they are expected to do when they perform the experiment. The strategy could also be used as a simulation for practicing decision-making processes in any subject. In this case, a scenario would be given to students, the students would discuss the scenario and possible courses of action, and then the students would take turns writing their group's plan of responding to the situation in writing.

Writing to Learn.....Tyler Rubarts

Source: Vacca, Richard T., Joanne L. Vacca, and Maryann Marz. *Content Area Reading* 11th ed. New Jersey: Perason Education, 2014. 285-290. Print.

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

Outside Sources:

Bernacki, Matthew, Timothy Nokes-Malach, J. Elizabeth Richey, and Daniel M.

Belenky. "Science Diaries: A Brief Writing Intervention to Improve Motivation to Learn Science." *Educational Psychology* 36.1 (2014): 26-46. Web.

Padilla, Michael J., Ioannis Miaoulis, Martha Cyr, and Elizabeth Coolidge-Stoltz. *Life Science*. Needham, MA: Pearson Prentice Hall, 2005. Print.

What: Writing to learn is a very important strategy to use in your classroom. This strategy is a short and informal writing task that has many forms. It is used to allow students to physically write in their own words what they have learned in a form that helps them to remember the material and to explore ideas and clarify thinking on a certain topic. Research has shown that when students have a writing strategy implemented in their classes they show a mastery of the specific material they are covering.

How: This strategy can be used in many different ways. I chose "Recast the Text". For this strategy you will need to an original piece, one side of an argument, one domain (science) and as the teacher you will need to ask the students to change the shape of the original text into something completely different. Make sure that you give thorough instructions and that they know different strategies to change the original text.

Why: The strategy of writing to learn should be used in classrooms because it helps students gain mastery of the specific topic they are learning about. Studies have shown that when a student gets even 10 minutes of writing a day is provides them with a better mastery of the subject material and also a higher interest in the subject they are learning about.

When: In the classroom, writing to learn can be used as a before or after reading strategy. When used as a before reading strategy students have to use their prior knowledge and make connections between what they already knew and what the will learn. When used as an after reading strategy teachers can use this as an opportunity to see what the students retained throughout the lesson and it will help students be able to summarize material more efficiently.

Variations: Other forms of this assignment in different content areas could be: English: Changing Shakespeare into modern language, Math: Change a formula into a story History: Historical Facts into a Skit, Foreign Langauge: Change grammar rules into a song, Music: Change original piece of music into a short story.

Other Variations: POGV, Microthemes, Elaboration Strategies, Annotations

Name: _____ Date: _____ Period: _____

Writing to Learn: Bio Style

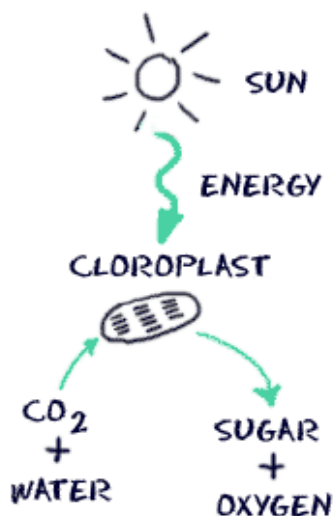
Directions: After reading the paragraphs about photosynthesis, now, with your tablemates, recreate the paragraphs to make a short dialogue for the process of photosynthesis. Here are the “main characters” you should use in your dialogue: sunlight, plant, chloroplast, carbon dioxide, water, sugars and oxygen.

Writing to Learn: Bio Style

Directions: The teacher will read the paragraph below that briefly discusses photosynthesis. Your job as the listener will be to read along with me and be making notes about who are the key players in the process of photosynthesis.

Photosynthesis is a complex process. During photosynthesis, plants and some other organisms use energy from the sun to convert carbon dioxide and water into oxygen and sugars. The first stage of photosynthesis involves capturing the energy in sunlight. In plants, this energy-capturing process occurs mostly in the leaves. Chloroplasts are green organelles inside plant cells that contain a photosynthetic pigment called chlorophyll. Chlorophyll captures light energy and uses it to power the second stage of photosynthesis.

The next stage of photosynthesis, the cell uses the captured energy to produce sugars. The cell needs two raw materials for this stage: water and carbon dioxide. In plants, the roots absorb water from the soil. The water then moves up through the plant's stem to the leaves. Carbon dioxide is one of the gases in the air. Carbon dioxide enters the plant through small openings on the undersides of the leaves called stomata. Once in the leaves, the water and carbon dioxide move into the chloroplasts. Once inside the chloroplast, water and carbon dioxide undergo a complex series of chemical reactions, which eventually produce a six-carbon sugar and oxygen (Padilla 88).



Learning Verbs

accomplish	facilitate	inquire	recite
activate	familiarize	inspire	recognize
adapt	find	instruct	record
adjust their position	focus	interact	recount
advocate	formulate	interpret	refer
affect	foster	introduce	refine
analyze	generate	involve	reflect
annotate	generate questions	justify	reformulate
anticipate	guess	learn	refute
apply	guide	listen	relate
appreciate	identify	make connections	rely
approach	illustrate	mix things up	remember
argue	imagine	model	remind
arouse curiosity	improve	monitor	reorganize
arrange	incorporate	motivate	report
assess	increase	narrate	reread
brainstorm	increase comprehension	observe	respond
build	increase retention	organize	retain
building an experience	infer	paraphrase	retrace
categorize	inform	participate	review
challenge	demonstrate	perceive	revise
choose	describe	perform	scaffold
clarify	design	personalize	separate
collaborate	determine	persuade	share
combine	develop	plan	showcase
communicate	devise	point it out	solve
compare	digest	practice	sort
complete	discover	predict	speak
comprehend	discuss	prepare	speculate
comprise	distinguish	present	study
conclude	draw	preview	suggest
confirm	elaborate	prioritize	summarize
connect	emphasize	process	support
consider	encourage	promote	survey
construct	energize	provide	synthesize
contemplate	engage	question	teach
contrast	establish	react	transform
contribute	evaluate	read	understand
converse	examine	read with a purpose	use
create	expand	realize	visualize
critique	explain	recall	wonder
define	explore		work
	express		write

