

AVID Student WICOR Handbook



Ruth O. Harris Middle School



A National Demonstration School

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LEARNING LOGS record knowledge about a given subject. In fact, you should write a Learning Log anytime you do not take Cornell Notes in a class. It will serve as a written record and summary of what you are thinking and learning. As you are looking through your class notes each night, if you notice you did not take Cornell Notes in class that day, you should write a Learning Log. This will ensure that you continue to develop the habit of daily reflecting and writing about your learning.

DIRECTIONS: A Learning Log must be at least 5+ sentences in length. Use the questions below and the template on the following pages as a guide for writing your Learning Logs and/or Cornell Notes summaries.

LEARNING LOGS and CORNELL NOTES SUMMARY QUESTIONS

1. Do: What did I do in class today?
 - a. *"We read a story about. . ."*
 - b. *"We did a lab in which. . ."*
 - c. *"We wrote about. . ."*
 - d. *"We worked on an essay. . ."*
 - e. *"We had a discussion on. . ."*
 - f. *"We watched a video about. . ."*
 - g. *"We took notes on. . ."*
 - h. *"We read a chapter on _____ and completed our workbook on _____."*
2. Goal: What was the learning goal of today's lesson?
 - a. *"The goal of today's lesson. . ."*
 - b. *"The purpose of today's lessons. . ."*
3. Learn: What did I specifically learn in class today?
 - a. *"I learned about. . ."*
 - b. *"I learned that. . ."*
4. Connect/Significance: How does today's learning connect to what I have learned before?
How do today's ideas connect with other ideas I have learned about? What is the significance of what I learned today? How does this connect to other texts, my life, the world, etc?
 - a. *"This relates to. . ."*
 - b. *"Today's lesson on _____ is connected to _____ because. . ."*
 - c. *"This helps me better understand. . ."*
 - d. *"This is important because. . ."*
5. Question: "What do I still have questions about?"
 - a. *"I was wondering. . ."*
 - b. *"I still don't get. . ."*
 - c. *"I still have questions about. . ."*

HOW TO CREATE A LEARNING LOG

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

Basic Learning Logs Questions	• What did you do in class today? • What did you learn? • What did you find interesting? • What questions do you have about what you learned?
Analyzing a New Idea	• What were the main ideas? • What did you understand best? • What questions do you still have about this information? • How will you find more information? • How does this idea relate to what you have already learned in class?
Quick Writes	Write non-stop for two to five minutes on a specific topic that you are studying. The purpose of focused writing is for you to find out what you know about a topic, to explore new ideas, and to find out what you need to learn about a topic.
"Showing" Vocabulary or a New Concept	Memorized vocabulary words are too soon forgotten. New words that you make your own are not. This is an excellent way to help build your vocabulary. 1. As you read, copy down an unfamiliar word and the sentence you found it in. 2. Look the word up in the dictionary. Write the definition down. If you are unsure of the definition, ask the teacher or another student. 3. Write a paragraph that shows the meaning of the word without telling the definition.
Student Written Essay Exam Questions	Good answers to essay questions depend in part on a clear understanding of the meanings of keywords in the direction such as summarize, evaluate, contrast, justify, etc. If a student is asked to compare two characteristics in a novel and she describes them instead, she is not answering the question--even if she demonstrated an in-depth understanding of the two characters in her answer.

	Writing your own essay questions for the purpose of studying for an exam helps you not only to study, but teaches you how to respond to key directive words as well. 1. Write an exam question that uses a directive word. 2. Next, respond in writing to your own question.
Writing about the News	Part of what makes one literate is being aware of what is happening in the world. Choose an event unfolding in the media that is related to what is being studied in class. 1. Describe the event in detail. 2. What classroom topic does the event relate to and why? 3. What are your personal feelings about the event? 4. Why does this event interest you? 5. What do you predict will be the outcome of this event? Why?
Life Application	Apply the concepts you learned in class today to your life. How do they affect your everyday being? What would happen if they suddenly changed or ceased to exist? Example topics might be: gravity, democracy, a written language, multiplication, the calculator and so on.
Creative Solutions	You can be creative. Take a real-world problem that relates to what is being studied in class. (e.g. air pollution, global warming, trash) and come up with creative solutions for this problem. Real solutions have often arisen from activities such as this one.

*The expert in anything
was once a beginner.*



Learning Log

Summary Writing Template

Today we/In this lesson we _____
(What did I do in class today?)

in order to _____
(know, learn, comprehend, analyze, apply, synthesize, evaluate, etc. What was I supposed to learn or be able to do?)

I learned that _____
(What do I know or know how to do that I didn't know before today?)

(Write 2-4 sentences that state, explain, and give details about the most important and interesting information I learned today.)

This is significant because _____
(Why is this important?)

(Explain the importance of this information and how this helped me better understand the main idea of the lesson.)

The idea(s) in today's lesson are connected to _____
(What connections did I make to previous ideas/lessons in this class or another class? To my life? To the world?)

I am (still unsure about/wondering/curious about) _____
(What do I still have questions about? What do I still not understand?)

and can find out more information by _____

WEEKLY LEARNING LOG

Name_____ Period_____

Week of _____ to _____

English/Language Arts	My Favorite Activity
Mathematics	My Favorite Activity
Social Studies	My Favorite Activity
Science	My Favorite Activity
Foreign Language	My Favorite Activity
AVID	My Favorite Activity

One Pager

Purpose: A “one-pager” is a single-page response to an assigned reading (poem, novel, chapter, or essay). It is designed to promote thoughtful appreciation and understanding of the text. It allows you to create your own representation of the text and your understanding of it. It should be creative and experimental and is a way to respond imaginatively and honestly. It connects the verbal to the visual and connects your thoughts to the text. The more creative you allow yourself to be, the more you will get out of the reading assignment. When a one-pager is completed, anyone who looks at it will gain an instant interpretation of how you understood the text.

Directions:

1. Write the title of the text (use quotation marks or italics/underline, depending on the genre) and the author’s name creatively on the front of the paper.
 - a. Don’t put your name on the front.
 - b. Your name goes on the back, along with the date and your period number.
2. Pull out two quotations and write them on the page. Be sure to include quotation marks.
 - a. When you are required to copy passages from the text, copy them onto the paper **exactly** as they appear in the text.
 - b. Use quotation marks and put the page number in parentheses at the end of the quote. The passages must be **at least three** sentences long.
 - c. Don’t omit any part of the sentences or use ellipsis.
3. Draw a cluster or web around an important thought, feeling, or image you had while reading. Create the cluster so that it artistically symbolizes whatever you choose to cluster.
4. Make a personal statement about what you have read. When you are required to write a paragraph of your own, it must have **at least seven** meaningful, thoughtful, well-constructed sentences. Begin it with “I believe. . .” The example below is from *The Bean Trees* by Barbara Kingsolver.

I believe that there is much more good in this world than there is evil. One place it can be found almost anytime is in young children. They do not wish to cause pain and loss. They will give you their heart and soul whether or not you love them back. They have no prejudice against you for what you do. Without children, we would not know about unconditional love. We must cherish them.

5. Ask two meaningful questions and answer them. Use Under-the-Surface type questions. Focus on “Why” or “How” questions.

6. Now comes the fun part! Create visual images that relate to the reading.
 - a. You may draw them (use colored pencils and/or markers, but sketch in pencil first), cut them out of magazines, or use computer-generated images.
 - b. You can add other materials as well (fabric, stickers, ribbon, wrapping paper, etc).
 - c. Use colored pencils and black or colored ink.
 - d. You may use small-tipped colored markers and crayons.
7. The pictures or symbols that you get from other sources must become your own.
 - a. In other words, you would not simply print out a picture from clip-art or cut out a picture from a magazine and end there; that is someone else's art.
 - b. You would combine it in an original way **with other images** to make it your own, and, of course, relate to the reading.
8. All writing is to be done neatly in **blue or black ink or typed**.
9. The images and writing should cover the entire page. **Very little background area should show!** The one-pager should be colorful and neat. No scribbles to fill in the background. **Appearance counts!**
10. What to watch out for:
 - a. Don't just summarize the text.
 - b. Be sure to use unlined, blank, white 8½" x 11" paper.
 - c. Don't think a half-page will do.
 - d. Make it a full page, rich with writing, images, and color.



AVID Tutorial Request Form (TRF) Pre-work Inquiry (Before the Tutorial)					
Subject Standard/Essential Question			Name AVID Period Date of Tutorial		
Pre-work Inquiry /12	Resources /1	Collaborative Inquiry /2	Note-taking /3	Reflection /7	Total /25
Initial/Original Question			Source, page # & problem #		
Key academic vocabulary/definition associated with topic/question 1. 2.					
What I know about my question 1. 2.					
Critical thinking about my initial question			Identify general process and steps		
Question from Point of Confusion (POC)					

Reflection (In Class—After the Tutorial)

My point of confusion is based on a focus area from my Tutorial Analysis Grade
Reflection ☐ Yes ☐ No

I was a student presenter during tutorial today ☐ Yes ☐ No

In the space below, elaborate on the following questions as you reflect on the tutorial process: *What was your/ the point of confusion? What did you learn about the point of confusion? When/how did you gain a new/ greater understanding about the point of confusion? How does this new learning connect to previous learning/ experiences, yourself and/or the world? What did you find meaningful about the tutorial session?*

/7

AVID Tutorial Request Form (TRF)
Pre-work Inquiry (Before the Tutorial)

Subject Think Aloud			Name		
Standard/Essential Question			AVID Period		
			Date of Tutorial		
Pre-work Inquiry /12	Resources /1	Collaborative Inquiry /2	Note-taking /3	Reflection /7	Total /25
Initial/Original Question Source, page # & problem # (directly from book, quiz/test, notes, etc.) As I review my resources—textbook, notes, workbook, quiz/test—what is something I don't understand? How can I simplify and explain the question in my own words?					
Key academic vocabulary/definition associated with topic/question What are the key academic vocabulary words that I need to understand? What are definitions from my book or notes? Can I define them in my own words?					
What I know about my question What do I know about my initial question? What concept does this remind me of? How can I organize the information? Can I connect this concept to prior knowledge from this content area or another subject? Can I make a prediction with a reasonable answer?					
Critical thinking about my initial question • What can I show about my question? • What do the textbook or notes say about this topic? • How do I plan to approach this question; what strategies should use? • Can I work backwards? • From my initial question, what do I know and what can I show? • Have I done a similar problem/question and what steps did I take to solve it? • Can I break down the question into smaller parts, and if so, what would they be? • Is there a reliable website that can support me in my learning?			Identify general process and steps • What are the steps to what I know? • What can I show that can apply to a similar problem?		
Question from Point of Confusion (POC) This is the tutorial question. Using academic vocabulary, create a question based on your point of confusion.					

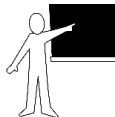
Student Presenter Instructions

EQ: What does the student presenter do during the tutorial session?

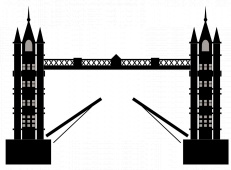
Directions:

- Before you go to the board to write your tutorial question, take out the Cornell notes, text, worksheet, or other resources you will need.
- Write your name, initial question, point of confusion, and your notes from your pre-work on the board before giving your 30 second speech. Black marker for pre-work and a second color for everything else.
- Refer/ read through the pre-work completed on your TRF as you give your 30 second speech before your group members begin asking you questions.

The 30 Second Speech- Beginning my question

Step	Picture	Description of what you are doing	May sound like . . .
1		Read your initial question and where it comes from.	" My initial question is . . ."
2		Share your relevant pre-work. Tell your group what you know about your question including vocabulary and relevant notes. Tell your group what you have tried so far, leading to your POC.	" I know . . ." "I tried,,,"
3	POC	Share your Point of Confusion (POC). What exactly don't you understand (content) or know how to do (process). . . where did you get stuck?	" What I don't understand is . . ." or "My POC is. . ."
4		Ask your group members to begin the inquiry (questioning) process.	" What questions can you ask to help me?"

The 30 Second Wrap-up- End of my question

5		Explain to your group what exactly you learned. What do you know now?	"What I know now is. . ." "When I have a problem like this, I need to. . ."
6		Tell your group what helped you to move beyond your POC. . . to understand what you did not know.	"The thing that helped me better understand was when. . ." My Ah-ha moment was when. . ."

Group Member Instructions

EQ: What do group members do before, during, and after the tutorial session?

Directions:

- As the student presenter goes to write their question on the board, each member should copy it onto their notes and take out any notes that might help the presenter.
- Listen carefully to the student presenter as they give their 60 second speech. Be sure you understand their POC.
- Ask questions to help unlock the student presenter's thinking. Refer to sample questions.
- Take three column notes on your paper for each presenter.
- You must actively participate in the inquiry process to earn full participation points.

Sample Questions for Helping

Here are some questions you might find helpful as you assist the student presenter. Ask them thoughtfully.

Beginning	Keep it going	Wrap it up
• What do your notes say? • What do you need help with? • What have you already tried? • Is there a formula you need to use? • What do you know about your question? • What is the question asking you to do? • What are your vocabulary words and how do they help you think about the answer?	• Can you draw a picture, graph, or organizer to help organize your thinking? • What is the relationship between _____ and _____? • What would happen if..? • Explain in your own words. . . • What would be the next step?	• How do you know you are correct? • Can you explain the steps used to arrive at the solution? • How can you check your answer? • Do you want to try another problem to check that you got it? • Summarize _____ in your own words. • What was your "aha" moment?



Tutorial Reflection Prompts

1	• _____ point of confusion was _____. • _____ didn't understand _____. • _____ was confused about _____.
2	• I/he/She learned that _____. • What I/ they know now is _____. • The steps for _____ are as follows. First you _____. Then you _____. • In order _____ you have to _____.
3	• The specific thing that helped me/ them understand my/ their POC was when _____. • I/They finally understood my/their question when _____. • My/Their a-ha moment came when _____.
4	• What I learned connects to _____. • I can relate to this information because _____. • Knowing this helps me to better understand _____ because _____. • This question reminds me of _____ because _____. • Knowing this/knowing how to do this is important because it helps me better understand _____. • I can use what I learned today to _____. • _____ reminds me of _____. • You can see examples of _____ in the world, like when _____. • I noticed that _____. • It was interesting how _____. • What I learned can help me in my _____ class because _____.
5	• I found _____ most meaningful because _____. • I found meaning when _____ said _____ because _____.

SOCRATIC SEMINAR GUIDELINES

Purpose

The purpose of a Socratic Seminar is to achieve a deeper understanding about the ideas and values in a text. In the Seminar, participants systematically question and examine issues and principles related to a particular content, and articulate different points-of-view. The group conversation assists participants in constructing meaning through disciplined analysis, interpretation, listening, and participation.

Goals

- To engage in dialogue, not debate, about abstract concepts
- To be able to disagree politely with one another
- To reason collectively and build on each other's ideas
- To refine your abstract thinking and logical reasoning
- To analyze a group discussion

Ground Rules

- ★ Speak so that all can hear you.
- ★ Listen closely.
- ★ Speak without raising hands.
- ★ Refer to the text.
- ★ Talk to each other, not just to the leader.
- ★ Ask for clarification. Don't stay confused.
- ★ Invite and allow others to speak.
- ★ Consider all viewpoints and ideas.
- ★ Know that you are responsible for the quality of the seminar.



Some Definitions

- ❖ Dialogue: an exchange of ideas in which there is no intention to reach a decision.
- ❖ Discussion: an exchange of ideas in which there is an intention to reach a decision or conclusion.
- ❖ Debate: an interplay wherein one idea is proved correct and all opposing viewpoints are undermined.
- ❖ Degrade: an attack on another individual or concept through insult or challenge. This is something that we want to avoid.

Before the Socratic Seminar

1. Read and prepare your text using a **critical reading process**.
2. Make sure you understand your **purpose for reading**. Follow the teacher's reading prompt, if provided.
3. **Pre-read** by previewing the text and determining how it is structured, thinking about any background information you already know or you discussed in class, and noticing the questions you have before you read.
4. **Interact with the text** by reading it closely. This includes:
 - a. Marking the text:
 - i. Number the paragraphs.
 - ii. Circle key terms.
 - iii. Underline important parts of the text that are connected to your purpose for reading.
 - b. Making annotations and/or taking notes:
 - i. Write in the margins or use sticky notes to record your notes/questions/comments/thoughts.
 - ii. Use Cornell Notes, a dialectical journal, or some other form of note-taking to keep track of your thoughts, paying close attention to paragraph numbers, page numbers, etc. You want to easily reference the text.
5. **Extend beyond the text** by writing several open-ended, higher-level questions that have no single right answer and will encourage discussion. Areas to consider for questions:
 - a. Ask "why?" about the author's choices in text, about a character's motivation, about a situation described in the text, etc.
 - b. Ask about viewpoint or perspectives (realist, optimist, pessimist, etc.)
 - c. Examine the title, the tone of the text, or connect to current issues, themes, etc.
 - d. Ask "If the author were alive today, how would s/he feel about. . .?"
 - e. Ask questions that explore your own interpretation of the reading.
 - f. Ask about the importance of the text. "So what. . .?" "What does it matter that. . .?" "What does it mean that. . .?"

During the Seminar

Use all of your close reading to participate in a discussion that helps you understand the text at a deeper level. Be ready to discuss the text like the scholar you are!

1. Be prepared to participate and ask good questions. The quality of the seminar is diminished when participants speak without preparation.
2. Show respect for differing ideas, thoughts, and values—no put-downs or sarcasm.
3. Allow each speaker enough time to begin and finish his or her thoughts—don't interrupt.
4. Involve others in the discussion, and ask others to elaborate on their responses (use "Academic Language Scripts").
5. Build on what others say: ask questions to probe deeper, clarify, paraphrase and add, synthesize a variety of different views in your own summary. Examples:

- a. **Ask questions to probe deeper:** “Juan makes me think of another point: why would the author include. . .?” or “Sonya, what makes you think that the author meant. . .?”
 - b. **Clarify:** “I think what Stephanie is trying to say is. . .” or “I’m not sure I understand what you are saying, Jeff. What is. . .”
 - c. **Paraphrase and add:** “Lupe said that. . . I agree with her and also think. . .”
 - d. **Synthesize:** “Based on the ideas from Tim, Shanequia, and Maya, it seems like we all think that the author is. . .”
6. Use your best **active listening skills:** nod, make eye contact, lean forward, provide feedback, and listen carefully to others.
 7. Participate openly and **keep your mind open** to new ideas and possibilities.
 8. Refer to the text often, and **give evidence and examples** to support your response.
Example: “The author has clearly stated in line 22 that. . .”
 9. **Discuss the ideas of the text**, not each other’s opinions or personal experiences.
 10. Take notes about important points you want to remember or new questions you want to ask.

After the Seminar

Think about what you’ve learned as a result of participating in the Socratic seminar.

1. **Summarize:** Use writing to think about and summarize the content of the seminar, especially to capture new understandings of the text. Examples of summary questions/prompts:
 - a. Based on this seminar, what are the most important points about this text?
 - b. How does my understanding of the text connect to other things I’m learning?
 - c. What major ideas do I better understand about this text after the seminar?
 - d. There are three main ideas I’m taking away from this seminar. . .
2. **Reflect:** Use writing to think about and reflect on the process of the seminar—both your contribution and the group’s process. Examples of reflection questions/prompts:
 - a. How did I contribute to this discussion—what did I add to it?
 - b. What questions do I now have as a result of this seminar?
 - c. Who helped move the dialogue forward? How?
 - d. At what point did the seminar lapse into debate/discussion rather than dialogue? How did the group handle this?
 - e. Did anyone dominate the conversation? How did the group handle this?
 - f. What would I like to do differently as a participant the next time I am in a seminar?
3. **Set Goals:** Be prepared to set goals for improvement in the next seminar. Examples of goal-setting questions/prompts:
 - a. What will I do differently to make the next seminar better?
 - b. Two things I will do in the next seminar to be a more active listener. . .
 - c. To be better prepared for the seminar, I will do _____ with the text.

Academic Language Scripts

Requesting Assistance • Could you please help me? • I'm having trouble with this. Would you mind helping me? • Could you please show me how to do this..., write this..., draw this..., pronounce this..., solve this?	Interrupting • Excuse me, but... (I don't understand.) • Sorry for interrupting, but...(I missed what you said.) • May I interrupt for a moment? • May I add something here?
Asking for Clarification • Could you repeat that? • Could you give me an example of that? • I have a question about that: . . .? • Could you please explain what _____ means? • Would you mind repeating that? • I'm not sure I understood that. Could you please give us another example? • So, do you mean...?	Disagreeing • I don't really agree with you because... • I see it another way. I think... • My idea is slightly different from yours. I believe that...I think that... • I have a different answer than you...
Probing for Higher Level Thinking • What examples do you have of . . .? • Where in the text can we find...? • I understand . . ., but I wonder about.... • How does this idea connect to . . .? • If _____ is true, then . . .? • What would happen if . . .? • Do you agree or disagree with his/her statement? Why? • What is another way to look at it? • How are _____ and _____ similar? • Why is _____ important? • How do you know that? Can you give an example? • Is there another way to look at this?	Building on What Others Say • I agree with what...said because. . . • You bring up an interesting point, and I also think... • That's an interesting idea. I wonder...? I think...Do you think...? • I thought about that also, and I'm wondering why...? • I hadn't thought of that before. You make me wonder if...? Do you think...? • _____ said that...I agree and also think... • Based on the ideas from _____, _____, and _____, it seems like we all think that..." • That's an excellent point, and I would add...
Expressing an Opinion • I think/believe/predict/imagine that... • In my opinion... • It seems to me that... • Not everyone will agree with me, but...	Soliciting a Response • Do you agree? • _____ (name), what do you think? • Can someone else ask a question or offer an opinion? • _____ (name), what did you understand from that answer?
Offering a Suggestion • Maybe you/we could... • Here's something you/we might try. • What if you/we...	

DEVELOPING OPENING, GUIDING, AND CLOSING QUESTIONS

Seminar participants and leaders can use the ideas below to help develop questions appropriate to key stages of the Socratic seminar. Opening questions should get the seminar off to a start; guiding questions should help to examine deeper meanings in the text and to adjust the seminar if it is getting off track; and closing questions should help the group bring the seminar to a close, though not necessarily to a conclusion. Use the template on the following page to record questions in preparation for the seminar.

Description	Opening Questions
• Stem from context • Direct participants into the text • Elicit more than one-word responses • Are generally concrete questions	• What does this text ask us to do? • What is the theme of the reading? • What significance is this to _____? • What are the assumptions of this text? • Could the two main characters have switched places? Why or why not? • What might be some other good titles? • Is it better to be _____ or _____? • In recent times, what well-known people are like _____?
Guiding Questions	
• Move participants deeper into the text and to examine the content of the text • Help participants examine their own thinking and encourage revision of ideas • Help participants examine the seminar dynamics to keep it/get it on the right track • May ask for the interpretation of a specific line or passage; often "how" or "why" questions • May ask for clarification • May probe for assumptions, reasons, other interpretations, etc. • Generally move the discussion into the abstract	• What other ideas have we learned about that might help us understand this text? • Why does the main character think _____? • How do you support that position from the text? • How does this idea connect to _____? • If _____ is true, then _____? • Can you define what you mean by _____? • Why do you say that? • What do we already know about _____? • How can you verify or disprove that assumption? • What would happen if _____? • Do you agree or disagree with his/her statement? Why? • What would be an example of _____? • What is another way to look at it? • How are your thoughts now different from your initial ideas? • What would you say to someone who said _____? • How are _____ and _____ similar? • Why is _____ important? • How can we move from debate back to dialogue? • Who has another perspective to offer that will help us re-energize the conversation?
Closing Questions	
• Establish relevance • Connect to the real world • Relate to the lives of the participants • Are generally abstract	• What can we do with our understanding of this text? • If you were writing this work, what would the ending be? • How does this idea connect to _____? • Explain the consequences of the ideas in the text. • Predict/justify future developments.

PHILOSOPHICAL CHAIRS

With a similar format to that of a debate, Philosophical Chairs is less about competition and more about students providing their perspective on an issue and supporting it with academic language.

It is a structured form of academic discourse which relies on a prompt as the foundation for discussion and informal debate. This strategy is full of inquiry and is built on a prompt to which contradictory positions exist. Participants address these positions through deep academic discourse in a structured, formal process.



Students will develop inquiry, oral language, and argumentative skill through participation in an informed debate on a controversial issue, while considering various viewpoints.

Directions:

1. Review the rules of engagement for Philosophical Chairs.
2. Introduce the central statement that will be discussed and define all of the relevant terms
3. Have students brainstorm and record as many arguments as possible for and against the statement, and then summarize their current personal position on the statement.
4. To begin the activity, designate one side of the room as the agree side and the other as the disagree side.
5. Instruct students to move to the side that best represent their perspective, and have each side face the other.
6. Starting with the agree side, alternate between the two sides as students debate the merit of the statement in a structured manner. The debate should move in an orderly, structured manner, back and forth between the two sides.
7. Each student should summarize the previous speaker's argument before providing a reason supporting their perspective, clarifying a previously mentioned statement, if directing a question at their opposition (can be answered or ignored).
8. Encourage students to switch sides should they change their mind about the prompt.
9. The final step of Philosophical Chairs is to debrief and reflect upon the process.

PHILOSOPHICAL CHAIRS

Discussion Norms

- One person speaks at a time;
- Look at the speaker and use body language that shows you're listening;
- Restate what the person before you said;
- Let three people on your side speak after you before you speak again; and
- Gently and quietly remind others if they're not following the norms.

Rules of Engagement

- ★ **Read** the material for the debate and the opening statement carefully; be sure you understand
- ★ **Listen** to the person who is speaking
- ★ **Understand** the person's point of view
- ★ **Contribute** your own thoughts, offering your reasons as succinctly as possible
- ★ **Respond** to statements only, not to the personality of the person giving it
- ★ **Change** your mind about the statement as new information or reasoning is presented
- ★ **Move** to the opposite side or to the undecided chairs as your thinking grows and changes
- ★ **Support** the Mediator in maintaining order and helping the discussion to progress
- ★ **Reflect** on the experience via the closing activity or assignment

Reflection Questions

- ❖ What was the most frustrating portion of the exercise?
- ❖ What was the most successful portion of the exercise?
- ❖ What was said that caused you to change your seat, or what was said that caused you not to change your seat?
- ❖ What conclusions can you draw about how you form your beliefs?
- ❖ What conclusion can you draw about the nature of forming beliefs as it might relate to this activity?

Costa's Three Levels of Thinking and Questioning

A second way to craft questions applies the Levels of Thinking and Questioning model of cognition in three levels.*

- Level 1 questions focus on gathering and recalling information.
- Level 2 questions focus on making sense of gathered information.
- Level 3 questions focus on applying and evaluating information.

LEVEL	DEFINITION	SAMPLE VERBS	SAMPLE BEHAVIORS
Gathering and recalling information	These questions can be answered with yes, no, or specific information found in written material, lectures, movies, etc. A person can point to the information, read it, or physically see it.	define, describe, identify, list, name, observe, recite, scan	Student lists all the planets in our solar system.
Making sense of gathered information	These questions require students to expand what they already know by using facts, details, or clues.	analyze, compare, contrast, group, infer, sequence, synthesize	Student arranges the planets in our solar system in order of size from largest to smallest.
Applying and evaluating information	These questions require students to reflect on their thinking and be able to respond with a personal opinion that is supported by facts. The student makes a value judgment or wonders about something. There is no right or wrong answer.	apply a principle, evaluate, hypothesize, imagine, judge, predict, speculate	Student speculates with the explanation that life could exist on other planets in other solar systems.

Levels of the Inquiry Process

The inquiry process provides students with the opportunity to become independent thinkers who master their own learning through the practice of asking and responding to higher-level questions. This inquiry process happens during Steps 5 and 6 of the tutorial. The questioning process for each student presenter should begin with Level 1 questions to create a foundation to prior knowledge, transition to Level 2 questions to make connections with the information gathered, and conclude with Level 3 questions to apply the new knowledge. See sample questions below.

Inquiry Level		Sample Questions (Group Members/Tutors)
Level 1	Gather and recall information (gathering/input) Ask Level 1 questions to identify what student knows about the question and to help him/her connect to prior knowledge.	What do you know about your question? What does _____ mean? What did you record in your class notes about the lecture? What does it say in the text about this topic? What is the formula that will help you identify the steps needed to solve the question?
Level 2	Make sense out of information gathered (processing) Ask Level 2 questions to help student process the information gathered, make connections and create relationships.	Can you break down the question into smaller parts? What would the parts be? How can you organize the information? What can you infer from what you read? Can you find a question similar to this in the textbook to use as an example? What is the relationship between _____ and _____?
Level 3	Apply and evaluate actions/solutions (applying/output) Ask Level 3 questions to help student apply the knowledge acquired and the connections he/she has made to predict, judge, hypothesize or evaluate	How do you know the answer/solution is correct? How could you check your answer? Is there more than one way to solve the problem? Could there be other correct answers? Can you make a model of a new/different way to share the information? Is there a real-life situation where this can be applied or used? Can you explain it in a different way? Could this method of solving this question work for other questions

Costa's Levels of Thinking and Questioning

Math

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

Costa's Levels of Thinking and Questioning:

English

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

Costa's Levels of Thinking and Questioning: Social Studies

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

Costa's Levels of Thinking and Questioning: Science

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

Components of Effective Collaboration

Component	What Is It?	Tips
Positive and Productive Communication	Positive and productive communication includes verbal (speech) and non-verbal (body language/facial expressions) messages that are respectful and focused on the task or goal. This also includes active listening skills, speaking skills, and a team's communication using technology outside of class.	• Be aware of both tone of voice and body/facial expressions. • Use technology (e.g., email, Skype, FaceTime, Dropbox, Edmodo, Google Drive, etc.) to continue communicating outside of class.
On-Task Behavior	The team focuses on the task and avoids distractions.	• Make sure that the group is not too close to other groups. Find a private space if possible. • Invite team members to participate.
Equitable Work	Group members divide responsibilities fairly, and ensure that all students have the opportunity to share ideas.	• Be willing to listen to all ideas and decide, as a group, which idea (or combination of ideas) is best. • Do your share of the work. • Invite team members to participate.
Task Analysis	The team identifies the goal and plans out a course of action to meet the goal.	• As a team, read instructions carefully and mark the text (take notes on the instruction sheet) if possible. • Identify the goal/target and refer back to it each time that the group meets. • Use tools (e.g., collaboration social contract, agenda/planner, backwards mapping) to break up the assignment into logical parts.
Leadership	Group members (maybe more than one) encourage all students to participate and contribute, and may provide group with direction and a sense of purpose.	• Encourage others. • Identify team strengths and interests, and distribute work accordingly. • Share the leadership.
Conflict Management	When disagreements arise, group members use specific strategies to find a resolution.	• Utilize the conflict management process. • Use tools, such as the Conflict Mediator Rubric, to manage disputes.

Defining Group Roles

Facilitator

Facilitators work to maintain focus and momentum throughout the task. They ensure that all voices are heard and considered, and encourage group members to keep the end product in mind. Facilitators serve as timekeepers and keep track of group progress toward stated goals. For students familiar with AVID tutorials, this role is similar to that of the tutor. This role is not “group leader.” Leadership is not a role that can be “assigned.”

Scribe

The scribe’s job is to take notes during group discussions, brainstorming, and planning meetings. Keeping a written log of communications, ideas, and research is critical to the collaborative effort. Students may need to refer back to prior meeting minutes to focus group efforts on achieving the final goal. The scribe also shares responsibility for overseeing any final written product.

Communications Expert

The communications expert represents the voice of each group. This student will lead efforts related to presenting information back to the class or larger community. This role is also tasked with communicating questions or concerns to the teacher. This person does not necessarily take on all of the presentation, just the leadership. In many group assignments, it would not make sense for a single person to present all of the findings—especially when the intent is that all students practice public speaking strategies.

Materials Organization Specialist (MOS)

The MOS role is essential to each group. This is not a glorified collector and returner of glue sticks, construction paper, and markers—although this is one of the tasks that the MOS oversees. The MOS is responsible for all group materials. Most importantly, this student is in charge of the effective utilization of non-human resources. The MOS ensures that all students are utilizing their notes to effectively contribute to the group discussion and encourages students to locate and share relevant resources. In addition, the MOS manages technology and coordinates group research.

Give One – Get One

Purpose

This is a great way to put new information together. You will read a text and write down three main ideas from the reading. It is a good way to share, make comments and get a lot from one reading.

Directions

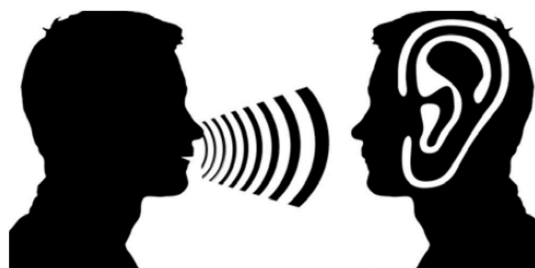
1. Write down 3 of your ideas on the back of this worksheet. Be prepared to share and explain.
2. Pick one idea that you want to share and put it in one of the boxes.
3. At the signal, find another student to “Give one” ideas to, and in return, “Get One” idea from that same student. Write his/her idea in one of your boxes on the front.
4. Move to a new partner.
5. Continue to move to new partners until all squares are filled or time is up.
6. Each box should have something different in it.



1-1-2 MINUTE PARTNER SHARE

Directions: Decide with your partner who will be “A” and who will be “B.” Follow each step below and listen for your teacher’s signal so you know when it is time to switch roles.

1st One-Minute	Partner A	shares as many things about...
	Partner B	listens carefully without interrupting or asking questions
2nd One-Minute	Partner B	repeats back everything he or she can remember Partner “A” sharing
	Partner A	listens without interrupting or correcting
3rd One-Minute	Partner B	shares as many things about...
	Partner A	listens carefully without interrupting or asking questions
4th One-Minute	Partner A	repeats back everything he or she can remember Partner “B” sharing
	Partner B	listens without interrupting or correcting
Two Minutes	Both Partners	engage in a conversation about what they shared with one another; partners may ask questions, clarify what they heard, or share additional items of interest



Think-Pair-Share

Purpose

This strategy allows you to come up with your own ideas and share them with a partner to check to see if you understand what you are learning.

Direction

1. **Think**
 - a. The teacher provokes students' thinking with a question or prompt or observation.
 - b. The students should take a few moments (probably not minutes) just to THINK about the question. Write the ideas or answers down on paper.
2. **Pair**
 - a. Using designated partners (such as A/B Partners), nearby neighbors, or a desk-mate, students PAIR up to talk about the answer each came up with.
 - b. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique. This should be short, from 30-seconds to 2 minutes.
 - c. Designate who goes first, such as, the person facing the write board will go first, etc.
3. **Share**
 - a. One partner shares his/her answers and any evidence that supports the idea while the other partner is actively listening.
 - b. The listening partner says, "Thank you for sharing, I heard you say. . .then brief summary of the main idea." and then shares their answer and evidence.
 - c. Roles are switch and structured dialogue is repeated "Thank you for sharing, I heard you say. . .then brief summary of the main idea."
 - d. While students are sharing, the teachers will be walking around listening to responses and affirming and/or redirecting students on the wrong path.
 - e. After students talk in pairs for a few moments (again, usually not minutes), the teacher calls for pairs to SHARE their thinking with the rest of the class. Teacher can do this by going around in round-robin fashion, calling on each pair; or she can take answers as they are called out (or as hands are raised). Often, the teacher or a designated helper will record these responses on the board or on the overhead.

Helping Trios

PURPOSE

This strategy is used to provide you with the opportunity to develop speaking and listening skills while learning how to give and receive feedback.

DIRECTIONS

1. Divide the class into groups of three
2. Instruct groups to assign each member one of the following letters: A, B, C
3. Give groups a topic (e.g., “My challenges this semester,” “My successes this year,” etc.) to discuss as follows.
4. Student A is in the “hot seat,” and should discuss the topic for two minutes while Student B and C silently employ active listening skills.
5. Next Student B and C offer feedback for two minutes, while Student A remains silent.
6. All three students then engage in open dialogue for two minutes
7. Repeat this process with Student B in the hot seat, and then with Student C in the hot seat.
8. If appropriate to the task/topic, consider having the active listening partners take notes about what the speaker has shared.



Numbered Heads Together

Purpose

This strategy is used for quick collaborative discussion with both a small group. You will discuss a topic/question, and if called upon, represent the group in sharing of the discussion/answer with the whole class.

Directions

1. Form groups of three to five students using any group strategy that works for your classroom.
2. Have students number off and verify if the students have numbered off correctly.
3. Provide the students with a question or idea to discuss.
4. Students will put their “heads together” to discuss the answer to the question and ensure that all students in the group understand the correct answer.
5. Call out a number randomly and ask all of the student with that number to step forward—or if groups are seated, to stand up. These students then share their answers with the class.
6. Repeat this process with new questions or ideas to discuss.



The Five Phases of the Focused Note-Taking Process

AVID's focused note-taking process has five phases. It is important to note that while *applying learning* is the last phase of the process, it is essential that it inform the first phase, as the note-taking format should be shaped by the note-taking purpose. When teaching the focused note-taking process, educators need to determine how students will use their notes and set up the format appropriately. It is crucial for educators to model and invite students to engage in this thought process so that note-taking becomes a powerful and portable learning tool students can carry with them throughout their educational experience.

Taking Notes 	Create the notes. Select a note-taking format, set up the note page, record the Essential Question, and take notes based on an information source (lecture, book, website, article, video, etc.), selecting, paraphrasing, and arranging information in a way that meets your note-taking objective.
Processing Notes 	Think about the notes. Revise notes—by underlining, highlighting, circling, chunking, questioning, adding, deleting—to identify, select, sort, organize, and classify main ideas and details. Evaluate the relative importance of information and ideas in the notes.
Connecting Thinking 	Think beyond the notes. Analyze the notes using inquiry to make connections and deepen content knowledge by asking questions and adding your own thinking to create greater understanding, identify gaps or points of confusion, and connect your new learning to what you already know.
Summarizing and Reflecting on Learning 	Think about the notes as a whole. Pull together the most important aspects of your notes and your thinking about them to craft a summary that captures the meaning and importance of the content and reflects on how the learning helps you meet the note-taking objective.
Applying Learning 	Use the notes. Save and revisit your notes as a resource or learning tool to help you apply or demonstrate what you have learned.

Note Revision Checklist

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

Planning for Note-Taking

Thoughtful preparation on the part of the student can ensure success in the focused note-taking process. Students can use the following questions prior to beginning a learning experience to clarify their note-taking needs and identify opportunities where additional information or guidance might be necessary.

1. What are the overall learning goals for this lesson, assignment, or experience?
2. What does success with this lesson, assignment, or experience look like? How will success be measured?
3. Where is note-taking necessary in this learning experience?
4. What is the purpose of the notes? How will I use my notes to be successful with this lesson, assignment, or experience?
5. What questions or objectives are provided that let me know how to focus my efforts?
6. What information or content should my notes contain?
7. What resources might I reference when revising my notes?
8. What type or format of notes will be most conducive to the note-taking purpose?
9. Where am I likely to encounter difficulty in the learning or the note-taking? What kind of assistance or instruction will I need before or during the process? Is there a digital tool that could support this need?
10. When will feedback be useful in the note-taking process? What kind of feedback will be most beneficial? How will I ask for or receive that feedback?

How to Create a Summary Reflection

Follow these steps to write a reflective summary at the end of your notes:

Identify the important ideas.

- ☐ Revisit your notes, paying attention to the layers you have added during the note-taking process—additions, text markings, questions, etc.
- ☐ Focus on each chunk of your notes:
 - What is the big idea of each chunk?
 - Which vocabulary is essential to your overall understanding of this content? Mark those words, or consider making a word bank containing the words you want to use in your summary.
- ☐ Think about how the chunks fit together.
 - What is the big-picture structure of the notes? How do the chunks of content relate to one another?
 - What phrases or vocabulary show the relationships between the ideas in your notes? Generate a list of these words (which may not be ones already in your notes), such as *opposes, supports, justifies, proves, concludes*, etc.
- ☐ Think about what belongs in your summary and what does not.
 - Your summary should be less specific than your notes, but not so vague that it leaves out the important big ideas.

Write your summary.

- ☐ Review the Essential Question that guided your note-taking. Your summary should be an answer to that question.
- ☐ Your summary should be written in complete sentences. You will probably have one sentence for each chunk of your notes, but that may vary depending on the content and organization of your notes.
- ☐ Capture the big ideas and the essential details to create a big picture of the content. Use the most important words and phrases from your word bank.
- ☐ Make sure your summary explains the content, not just the format.
- ☐ Your summary might begin with a sentence that communicates the overarching idea of the entire note page.

Add a reflection.

- ☐ Review the note-taking purpose. Consider why you took the notes and how you will need to use what you learned in the notes.
- ☐ At the end of your summary, add a reflection that expresses how these notes will be useful to you or what your future steps should be concerning the content in these notes.
- ☐ Remember that the reflection is for you. This is your chance to make your learning meaningful, to remind yourself of the thinking you have been doing, to consider how this learning impacts you, and to personalize your learning.
- ☐ Do not merely write that your notes will be useful; explain *how* they will be useful.

Focused Note-Taking Reflection Tool (Elementary)

Phase	Newbie	Developing Skills	Like a Pro
Taking Notes	Set-up: I have to follow my teacher's example notes. Taking: I copy information from the book or speaker, using the same words. Adding: I don't really think about how my notes look on the page.	Set-up: I can set up my notes on my own if I know what format to use. Taking: I shorten information from the book or speaker, and use some of my own words. Adding: I try to leave breaks and space between sections of my notes.	Set-up: When given an option to choose, I can select a format that helps me learn and remember information best. Taking: I use abbreviations and symbols combined with my own words to create the shortest notes possible without losing the meaning. Adding: A person looking at my notes could see how the ideas are organized. I leave plenty of room for later additions.
Processing Notes	Reviewing: I underline, highlight, or circle words without really thinking about it. I don't really study my notes.	Reviewing: I revisit my notes once to mark main ideas, clarify, layer and add information, or chunk information.	Reviewing: I revisit my notes often to add new information or clarify new understandings. Each visit adds a layer of understanding.
Connecting Thinking	Thinking: If I write a question in my notes, it's a question I already know the answer to, or know where to find the answer.	Thinking: I write questions about parts of my notes I don't understand, or want to know more about.	Thinking: I combine my curiosity, prior knowledge, and information from my notes to write many questions that I am eager to find the answers to, and to share my learning with others.
Summarizing and Reflecting on Learning	Summarizing: I rarely write a summary of my notes. I don't really know how to, or why I would.	Summarizing: I know a summary needs to have the main idea of my notes. The main idea should answer the Essential Question or learning target.	Summarizing: Writing a summary allows me to think about the most important parts of my learning, and to paraphrase it into my own words. Rereading my summaries helps me study and remember information.
Applying Learning	Applying: I sometimes use my notes to help work on other projects, but not often.	Applying: My notes are a useful study tool. They help me when I get stuck or when I need to study for a test.	Applying: Using my own notes is what makes me a successful student. I can use my notes in many different ways to become a better student.

Strategies for Studying

Effective Studying	Ineffective Studying
Active	Passive
Explaining the notes aloud in your own words	"Going over" or "reading over" the notes
Visiting the content in as many ways as possible—visually, auditorily, conversationally, kinesthetically	Using only one modality of learning, probably visual
Thinking about the type of assessment you are taking and adjusting your studying accordingly	Studying the same way for every type of assessment
Generating mnemonics (songs, rhymes, acronyms, silly or unusual ways to remember)	Looking over content without intentionally trying to commit it to memory
Targeting the information you don't know or know the least	Studying all the notes or content in their entirety
Creating questions and answering or discussing them	Letting the notes speak for themselves
Revisiting material over time in spaced intervals	Cramming or having a marathon study session
Coming up with examples and making the learning relevant to your experience	Only trying to learn the facts or the wording from your notes
Categorizing, grouping, manipulating, dissecting, or reorganizing the information	Leaving the information in its original form or order
Practicing retrieving content in the notes from your memory or self-quizzing by covering up the notes and reciting them	Assuming the information is stored in your brain without checking to make sure
Prioritizing content by separating main ideas from smaller details	Treating every bit of information as if it has the same importance
Diagnosing what you understand versus what you don't understand and figuring out how to understand the things you don't understand	Treating all the content equally
Explaining the content aloud to yourself or another person	Reading through the notes in your head without ever attempting to explain them yourself
Asking a friend or educator to explain things that are unclear	Not asking for help
Concentrating on the meaning of your notes	Regurgitating the material in your notes without thinking about what it means
Focusing on the long-term, thinking about how you can understand the content beyond the day of the test	Storing the content temporarily in your short-term memory

Student Activity 1.7
Calculating My GPA

Name: _____ Date: _____

STEP 1

Complete chart below by filling in the grades you earned:

CLASS	GRADE
English	
Math	
History	
Science	
AVID	
Physical Education	
Other: _____	

STEP 2

Count how many you have of each letter grade:

How many I have:	Letter Grade
	A
	B
	C
	D
	F

STEP 3

Multiply each grade you received with the value listed:

	How many I have:		Grade Points Earned
A		x4	=
B		x3	=
C		x2	=
D		x1	=
F		x0	=

STEP 4

Add your grade points earned. The answer will be your total number of grade points.

Total Grade Points

STEP 5

Divide the total grade points by the number of classes you have grades for.

STEP 6

My GPA is _____

TGP = Total Grade Point

NC = Number of Classes

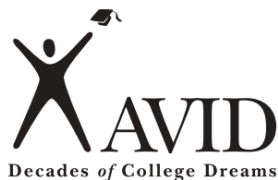
Goal-Setting Outline

Directions: Use the form below to complete the GPA (Goal, Plan, Action) outline.

G	Use the space below to describe your goal.	
		☐ short-range ☐ mid-range ☐ long-range

P	Use the space below to briefly explain your plan.

A	Use the space below to list the action steps needed to achieve your goal.
	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 9.1 (2 of 2)

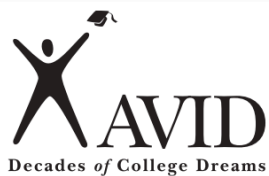
Goal-Setting Outline *(Example)*

G	Use the space below to describe your goal.	
	<i>Over the next five years, increase the number of AVID sections offered to students so that there are two sections offered at grade levels 9–12.</i>	☐ short-range ☐ mid-range ☒ long-range
P	Use the space below to briefly explain your plan.	
	<i>Increase recruitment effort in order to create an additional class for 9th and 10th grade. Ensure that students currently in the 9th grade program continue. Recruit two additional teachers every year to be AVID elective teachers. Showcase success of program to garner support for expansion.</i>	
A	Use the space below to list the action steps needed to achieve your goal.	
	<i>1. Keep a waiting list of students who show interest in the program.</i> <i>2. Make sure faculty know the AVID qualifications and can help identify potential students for the new 10th grade class.</i> <i>3. Make sure all counselors are familiar with the AVID program and the student qualifications.</i> <i>4. Outline a recruitment plan and timeline working with counselors on visiting feeder middle schools to recruit two 9th grade classes.</i> <i>5. Review recruitment plan with Site Team and modify if necessary based on their input.</i> <i>6. Invite teachers to volunteer to be AVID elective teachers. Make sure they will be able to attend the training necessary in the summer.</i> <i>7. Ensure that tutors will also be available to cover the additional AVID classes.</i> <i>8. Recruit students.</i>	

2.4: Agendas/Calendar

Helpful Hints for Using a Calendar/Agenda

1. Keep the calendar/agenda at the front of your binder.
2. Every day—either at the beginning or end of each class—record homework, upcoming assignments, projects and tests.
3. If there is no homework assigned in a class, write “no homework” in the space provided.
4. Long-term projects or assignments should be recorded twice: the day they are assigned and the day they are due.
5. When an assignment is finished, place a check mark next to it, but do not cross out.
6. At the beginning of each month, record upcoming academic, school and personal responsibilities in your agenda.
7. At the beginning of each month/grading period, record long-term/short-term goals in your agenda.
8. Use the space at the bottom of the agenda page to record your daily reflection, clarifying questions and new goals. This space may also be used for communication to and from parents.
9. Your parents are an integral part of the AVID team and should sign your agenda each week.
10. Never remove pages from your agenda to show completion of activities. Instead, fold down the corner of the page or make a check mark next to the activity.



Name: _____ Date: _____ Period: _____

Name of Project: _____

Project Due Date: _____

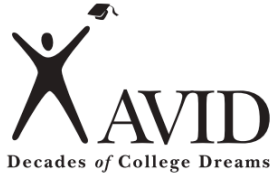
Student Activity 7.9 (1 of 2)

Backwards Mapping Template

List or brainstorm the components of this project.

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

Component	Action Step	Time Needed



Name: _____ Date: _____ Period: _____

Name of Project: _____

Project Due Date: _____

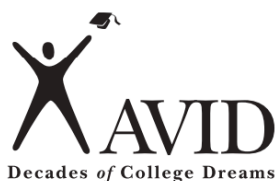
Student Activity 7.9 (2 of 2)

Backwards Mapping Template

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

Due Date	Component/Item	Person Responsible

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



Name: Cynthia Date: March 20 Period: 2

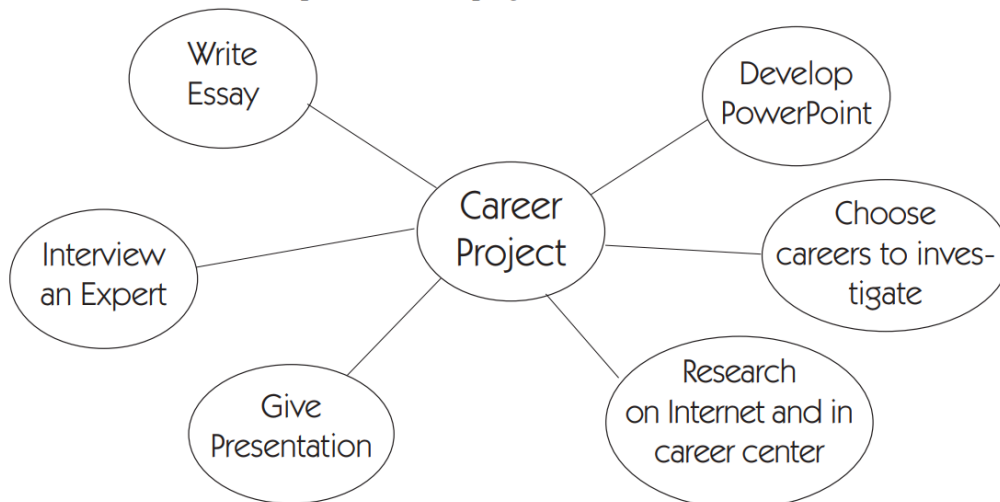
Name of Project: Career Research Paper

Project Due Date: May 15 (Partner - Marlene)

Student Activity 7.9 (1 of 2)

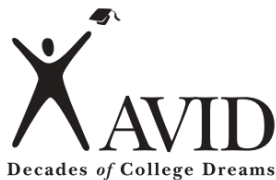
Backwards Mapping Template (*Example*)

List or brainstorm the components of this project.



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

Component	Action Steps	Time Needed
Choose career	Discuss w/partner and decide on a career; get teacher's approval	1 class period
Research career	Go to career center for help; use Internet to research; get all information about career such as salary, education, etc.	1 week
Interview expert	Find a person to interview; develop questions; conduct interview	1 week
Write report	Outline and organize information; write first draft; get feedback; revise and edit; write final draft	2 week
Develop Powerpoint	Schedule time w/partner in computer lab; divide responsibilities; create PowerPoint	1 week
Give presentation	Schedule time w/partner to practice; write note cards; make final edits; practice w/mock audience (parents, friends, teachers)	1 week



Name: Cynthia Date: March 20 Period: 2

Name of Project: Career Research Paper

Project Due Date: May 15 (Partner - Marlene)

Student Activity 7.9 (2 of 2)

Backwards Mapping Template (*Example*)

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

Due Date	Component/Item	Person Responsible
May 15	Give presentation	Marlene and I
May 8	PowerPoint completed	Both
May 1	Written report complete and turned in	Me
April 15	Begin writing process	Me
April 8	Conduct interview	Both
April 1	Career research begins	Both
March 20	Choose a career	Both

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

Career Center
Internet
Computer Lab
PowerPoint

Writing in the Margins: Six Comprehension Strategies

This table, adapted from *Critical Reading: Deep Reading Strategies for Expository Texts Teacher Guide*, provides six strategies that help readers understand texts. While making connections, clarifying information or doing other work defined on this page, write down your thoughts in the margins of the text, on sticky notes or in your two- or three-column notes.

Name: _____ Date: _____

Visualize Visualize what the author is saying and draw an illustration in the margin. Visualizing what authors say will help you clarify complex concepts and ideas. When visualizing, ask: • What does this look like? • How can I draw this concept/idea? • What visual and/or symbol best represents this idea?	Summarize Briefly summarize paragraphs or sections of a text in the margin. Summarizing is a good way to keep track of essential information while gaining control of lengthier passages. When summarizing, ask: • What is this paragraph/section about? • What is the author doing in this paragraph/section? • What key terms and/or ideas should be included?
Clarify Clarify complex ideas presented in the text. Readers clarify ideas through a process of analysis, synthesis and evaluation. Pausing to clarify ideas will increase your understanding of the ideas in the text. To clarify information, ask: • What terms are important here and what do they mean? • What do I need to reread to make sure I understand? • What are the important ideas here and how do I know they are important? • What can I paraphrase or summarize to see if I understand what the author is saying? • What examples of figurative language do I need to figure out?	Connect Make connections within the reading to your own life and to the world. Making connections will improve your comprehension of the text. To make connections, ask: • How does this relate to me? • What does this remind me of? • What does this make me think about? • How does this idea relate to other ideas in the text and to other texts? • How does this relate to the world?
Respond Respond to ideas in the text as you read. Your responses can be personal or analytical in nature. Thoughtful responses will increase engagement and comprehension. When responding, ask: • What is interesting to me and why? • How is the author using language or images in interesting ways? • How do I feel about the ideas here? (Link to emotions.) • What do I agree or disagree with? • What is the author trying to convince me of? • What facts, data and other evidence is the author using and do they persuade me?	Question Question both the ideas in the text and your own understanding of the text. Asking good questions while reading will help you become a more critical reader. When responding, ask: • What am I confused about? • How would I explain the important ideas? • Do I understand what the author is saying? • Do I understand what the author is doing? • What questions would I like to ask the author? • What does this make me question about my life or world? • What questions do I have about how the author wrote this piece?

Marking the Text¹

AVID Teacher Reference

Number the Paragraphs

- ① Before you read, take a moment and number the paragraphs in the section you are planning to read. Start with the number one and continue numbering sequentially until you reach the end of the text or reading assignment. Write the number near the paragraph indention and circle the number; write it small enough so that you have room to write in the margin.
- ② Like page numbers, paragraph numbers will act as a reference so you can easily refer to specific sections of the text.

Circle Key Terms, Names of People, Names of Places, and or Dates

In order to identify a **key term**, consider if the word or phrase is...

- repeated
- defined by the author
- used to explain or represent an idea
- used in an original (unique) way
- a central concept or idea
- relevant to one's reading purpose

Underline an Author's Claims

A claim is an arguable statement or assertion made by the author. Data, facts, or other backing should support an author's assertion.² Consider the following statements:

- A claim may appear anywhere in the text (beginning, middle, or end)

- A claim may not appear explicitly in the argument, so the reader must infer it from the evidence presented in the text
- Often, an author will make several claims throughout his or her argument
- An author may signal his or her claim, letting you know that this is his or her position

Underline Relevant Information

While reading informational texts (i.e., textbooks, reference books, etc.) read carefully to identify information that is relevant to the reading task. Relevant information might include:

- A process
- Evidence
- Definitions
- Explanations
- Descriptions
- Data/Statistics

Marking the Text: *Science*

This strategy has three distinct marks:

1. Number the paragraphs

- ① Before you read, take a moment and number the paragraphs in the section you are planning to read. Start with the number one and continue numbering sequentially until you reach the end of the text or reading assignment. Write the number near the paragraph indentation and circle the number; write it small enough so that you have room to write in the margin.
- ② As with page numbers, paragraph numbers will act as a reference so you can easily refer to specific sections of the text.

2. Circle key terms, cited authors, and other essential words or numbers.

You might circle...

- key concepts
- content-based vocabulary
- lesson-based vocabulary
- names of people, theories, and/or experiments
- properties
- elements
- formulas
- units of measure
- variables
- values
- percentages

- _____
- _____
- _____

3. Underline the author's claims and other information relevant to the reading purpose.

While reading informational texts (i.e. textbooks, reference books, articles, or journals), read carefully to identify information that is relevant to the reading task. Relevant information might include:

- | | |
|----------------|------------------------|
| • concerns | • guiding language |
| • claims | • hypothesis |
| • data | • "if-then" statements |
| • definitions | • main ideas |
| • descriptions | • methods |
| • evidence | • processes |
| • examples | |
| • explanations | |

- _____
- _____
- _____

Here are some strategies to help students identify essential information in the reading:

- Read the introduction to the primary or secondary source.
- Scan the text for visuals, vocabulary, comprehension questions, or other reading aids.
- Review your notes for key concepts.
- Preview chapter or unit reviews.

Note: If you are not working with consumables, consider photocopying sections of a text that are essential to writing assignments, course content, exams, or other class activities.



Marking the Text: *Mathematics (Word Problems)*

This strategy has four distinct marks:

1. Number the paragraphs

- ① When reading a word problem that is only one paragraph, number each sentence.
- ② For longer word problems, start with 1 and count by fives (1, 5, 10).

2. Circle key terms, cited authors, and other essential words or numbers.

You might circle...

- action words
- sum, add, more than
- multiply
- simplify
- divide
- difference, subtract
- units
- amounts
- values
- percentages
- variables
- formulas
- solve

- _____
- _____
- _____

3. Underline verbal models.

You might also underline...

- A process
- Definitions
- Descriptions
- Explanations

4. Box the question.

In a word problem or multiple choice question,
draw a box around the question.

Marking the Text: *Social Science*

This Strategy has three distinct marks:

1. **Number the paragraphs.** ① Before you read, take a moment and number the paragraphs in the section you are planning to read. Start with the number one and continue numbering sequentially until you reach the end of the text or reading assignment. Write the number near the paragraph indentation and circle the number; write it small enough so that you have room to write in the margin.
- ② As with page numbers, paragraph numbers will act as a reference so you can easily refer to specific sections of the text.

2. **Circle** key terms, cited authors, and other essential words or numbers.

You might circle...

- key concepts
- lesson-based content vocabulary
- concept-based vocabulary
- words that signal relationships (e.g. *This led to...* or *As a result...*)
- names of people
- names of historical events
- dates
- numbers

• _____
• _____
• _____

3. **Underline** the author's claims and other information relevant to the reading purpose.

While reading informational texts (i.e. textbooks, reference books, articles, or journals), read carefully to identify information that is relevant to the reading task. Relevant information might include:

- central claims
- evidence
- details relating to a theology, philosophy, or ideology
- facts about a person, place, thing, or idea
- descriptions of a person, place, thing, or idea
- cause and effect relationships

• _____
• _____
• _____

Here are some strategies to help students identify essential information in the reading:

- Read the introduction to the primary or secondary source.
- Scan the text for visuals, vocabulary, comprehension questions, or other reading aids.
- Review your notes for key concepts.
- Preview chapter or unit reviews.

Marking the Text: *Non-fiction* (Argument)

This Strategy has three distinct marks:

1. **Number the paragraphs.** ① Before you read, take a moment and number the paragraphs in the section you are planning to read. Start with the number one and continue numbering sequentially until you reach the end of the text or reading assignment. Write the number near the paragraph indentation and circle the number; write it small enough so that you have room to write in the margin.
- ② As with page numbers, paragraph numbers will act as a reference so you can easily refer to specific sections of the text.

2. **Circle** key terms, cited authors, and other essential words or numbers.

In order to identify a key term, consider if the word or phrase is...

- repeated
- defined by the author
- used to explain or represent an idea
- used in an original or unique way
- a central concept or idea
- relevant to one's reading purpose

3. **Underline** the author's claims and other information relevant to the reading purpose.

A claim is an arguable statement or assertion made by the author. Data, facts, or other backing should support an author's assertion.¹ Consider the following statements:

- A claim may appear anywhere in the text (beginning, middle, or end).
- A claim may not appear explicitly in the argument, so the reader must infer it from the evidence presented in the text.
- Often, an author will make several claims throughout his or her argument.
- An author may signal his or her claim, letting you know that this is his or her position.

Marking the Text: *Fiction*

This Strategy has three distinct marks:

1. **Number the paragraphs.** ① Before you read, take a moment and number the paragraphs in the section you are planning to read. Start with the number one and continue numbering sequentially until you reach the end of the text or reading assignment. Write the number near the paragraph indentation and circle the number; write it small enough so that you have room to write in the margin.
- ② As with page numbers, paragraph numbers will act as a reference so you can easily refer to specific sections of the text.

2. **Circle** descriptive words and names of people, places, and things.

You might circle...

- vivid language
- concrete nouns
- names of characters
- names of places
- vocabulary
- diction

- _____
- _____
- _____

3. **Underline** descriptions, figurative language, or other information relevant to the reading purpose.

While reading informational texts (i.e., textbooks, reference books, articles, or journals), read carefully to identify information that is relevant to the reading task. Relevant information might include:

- analogies
- literary devices
- characterization
- dialogue
- imagery
- context clues
- descriptions

- _____
- _____
- _____

Charting the Text: Analyzing the Micro-structure

¶ (s)	What is the author <u>saying</u> in the text? <i>Below are some questions you should ask:</i> <i>What is this section about?</i> <i>What is the content?</i> <i>What did I learn from this paragraph?</i> <i>What information is being presented?</i>	T E X T	What is the author <u>doing</u> in the text? <i>Here are some examples of what authors do:</i> <i>Giving an example...</i> <i>Interpreting data...</i> <i>Sharing an anecdote...</i> <i>Summarizing information...</i> <i>Reflecting on a process...</i>
		T E X T	
		T E X T	
		T E X T	
		T E X T	