

Prepared by Nancy Doda, Ph.D., Teacher-to-Teacher

Teaming To Help Students Organize

1. Post daily assignments for all subjects in a large place the Team can all see.
2. Use individual class Dry Erase Reminder Boards juts outside your doors.
3. Break all long assignments down into steps, phases, or tasks. Each sub-task has a due date and a feedback loop.
4. Color code stuff. Notebooks too.
5. Have 2 notebooks for all team Subjects. One am; one pm. Simplify/.
6. Recruit volunteers to adopt your team. Give them sign-up times when their help is most needed and a list of ways they can help.
7. Have Locker and notebook clean out days, but give guidance on how-to.
8. Have 1 supply list for the whole Team.
9. Simplify silly things like headings. Have one heading format for all subjects.
10. Use Advisory or Homebase if you have one to support organization.

Teaming Up for Literacy

1. Make a list of the Team's top cross-subject Literacy skills that will be targeted. Examples include: academic vocabulary, reading comprehension, research, speaking, persuasive writing, DBQ and so on.
2. Develop a toolkit for your 3 target areas.
3. Choose a few to try out each quarter.
4. Teach them to students as tools they can use all year.

Sample Area, Reading Comprehension:

Bold basics

- a. Know textbooks are obscure, cumbersome, and above most middle school students reading levels. Use with lots of support tools only.
- b. Select nonfiction that is content correct, readable, and age- appropriate.
- c. Gather non-fiction texts for every unit over the course of the year. Archive.
- d. Create a vocabulary list for your Team by each Quarter. No more than 35 words total per Quarter for all subjects.
- e. Use Before-During-After reading tools across the Team. (See below)
- f. Dry Erase Reminder Boards (Home Depot Cut Shower Board) outside classroom doors with words to focus on for each week.

Before-During-After Reading Tools:

(See also complete quick lists by Nancy Doda and Jennifer Barnett)

- a. Before Reading: Try Four Corners to Rev up essential questions embedded in Reading. Use an Anticipated Reading Guide with True/False Questions on paper to be done in pairs before reading and then again after. (See sample), Use a Word Splash to Introduce new terms and concepts in the text. Take time to address key challenging words. Make predictions based on words about the content of the texts.
- b. During Reading: Use sticky notes for students to highlight texts for specific questions. Create a Power Note tool to use during a reading (see sample), or have handy a graphic organizers to help students note while reading key information (see sample).
- c. After Reading: 3-2-1 Exit Slips, Write Around--written conversation or Passing Notes, Graphic Organizer to complete, List-Group-Label for Key Words, Concept webs, Found Poems, Structural Indexing or Tic Tack Toe Sentences using words from text. Use a Socratic Seminar to explore critical questions and information in text.

Tips: Vocabulary in Context

- a. Limit number of words to insure retention and comprehension.
- b. Use graphics to help students tie words to meaning.
- c. Use images with words to help visualize meanings.
- d. Emphasize word clusters of related words to help with retention.
- e. Reinforce across all subjects in meaningful ways.

Tool 1: Anticipation Guide (BEFORE & DURING)

Goal:

An anticipation guide is created by the teacher to activate reading engagement and connect with student prior knowledge of a subject.

Instructions:



Students are asked to read a set of statements and predict whether they are true or false. The students use the reading to verify their predictions. The activity is then followed by a class discussion to clarify concepts.

1. The teacher should identify major concepts in the reading. The student's prior knowledge and experiences should also be accounted for.

2. Create six to ten statements related to major concepts in the lesson. Some should be true and others should contain inaccurate information (see example).
3. Present the anticipation guide. Ask students to mark true or false for each statement.
4. Have students get together in small groups to discuss their answers. Each group needs to come to a consensus on whether they think the statement is true or false. Students should be encouraged to justify their opinion. Have each group share their prediction for each statement. The teacher or students can ask a group to explain their reasoning.
5. Direct students to read the selection to find out if their predictions are accurate. They should have a highlighter or sticky notes available to mark key concepts. They should mark the correct answer in the second column of their anticipation guide.
6. Conduct a follow-up discussion to clarify concepts presented in the lesson.

*Harvey, S. & Goudvis, A. (2000). *Strategies that work*. Stenhouse.

Tool 2: Marking Up Text: Options (DURING)

✓	Confirms what you thought
X	Contradicts what you thought
?	Raises a question
??	Confuses you
	Opens your eyes
K	Seems important
!	Is new or interesting
	Emotional reaction
J	Personal Connection

Tool 3: Think Aloud While Reading (DURING)

Think-Alouds Actively Exploring Meaning as You Read

DESCRIPTION: We know that proficient readers monitor their own comprehension, noticing their own **questions, connections, inferences,**

visualizations and more as they read. The *think-aloud strategy* simply turns this kind of inward, often automatic thinking into an explicit, outward demonstration. The reader reads a passage aloud and stops repeatedly along the way to explain his or her mental processing of the ideas or events in the text. This means the reader is essentially “opening up her head,” showing others the thinking going on inside.

WHY USE IT? Many students, particularly those who struggle, are quite unaware of the mental activity that takes place during effective reading. Some simply search for answers to the questions at the end of the chapter or on the pop quiz, when it is too late. The *think-aloud strategy* helps students to really see how reading is thinking. Once is not enough; kids need to see skilled readers repeatedly demonstrating their thinking. *Think-alouds* also offer a great opportunity for kids to learn about subject-specific genres of text when content-area teachers show how historians read, how scientists read, or how mathematicians read.

HOW DOES IT WORK?

1. Before you begin, let students know you’ll be stopping to think as you read, and indicate what they should notice in your thinking B e.g., *Watch how I take the information in the passage and use it to figure out what’s really going on. I’ll probably be using several strategies to get meaning, including visualizing, questioning, inferring, making connections, trying to figure out what is important, and synthesizing everything into an overall understanding Let’s see what happens.*”
2. Use a short passage, and provide students with copies so they can follow along. Stop from time to time to tell what you think is coming next, make a connection to your own experience, question what a statement might mean, or express confusion about some part of it, etc.
3. When you stop to think, look up from the text and shift your voice to indicate that you’ve moved from reading the words to your own thinking.
4. After modeling, have students try it, either in pairs or as a whole class.
5. *Choice:* You can either do think-alouds “naturally” (stopping whenever you have a thought or question) or by stopping and thinking aloud at pre-marked spots in the text, or at the end of each paragraph.

FOR MORE INFORMATION:

See Beth Davey, *A Think Aloud: Modeling the Cognitive Processes of Reading Comprehension*, @ *Journal of Reading*, 1983, vol. 27, pp. 44-47.

Daniels, Harvey and Steve Zelman. 2004. *Subjects Matter: Every Teacher’s Guide to Content-Area Reading*. Portsmouth, NH: Heinemann. p.102.

Tool 3: Writing Circles (AFTER)

Jim Vopat

Demonstrate the potential of kids working *together* to discover things to write about by stacking the deck for writing:

1. Give kids 4 index cards and have them write a good writing topic on each card. A “good writing topic” is something kids want to write about.
2. Collect the cards and arrange kids in groups of 4.
3. Deal 3 cards to each student and put 4 extra cards face down in the middle.
4. Kids look at the cards they’ve been dealt and decide on one of the topic cards to keep. Kids then pass the rest of the cards to their right.
5. Kids look at the 2 new cards they’ve been passed and decide on 1 they want to keep, passing the 1 card they don’t want to their right.
6. Kids can either keep this final card, or discard it and pick one off the top of the 4 card stack from the center of the table.
7. Each kid now has varying degrees of ownership over 3 writing topics. Kids choose one, and tell the rest of their group why they chose that topic.
8. After everyone has shared their topic and talked a little about why they chose it, kids write for 10-15 minutes.
9. Once kids have finished their writing, discuss how many opportunities for good writing can be found in what initially might be viewed as an unpromising topic.
10. Collect and keep the deck of topic cards as a later topic selection resource. When a kid draw a blank for a new writing topic, they can fan through the topic deck and get ideas.

Tool 4: Exit Slips, 3-2-1 (AFTER)


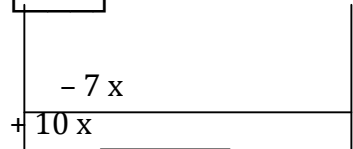
3-2-1 – Teachers ask students to write three of something, two of something, then one of something. For example, students might explain three things they learned in the lesson that they hadn’t known before, two areas in which they are still confused, and one way the topic can be applied to (choose any area), or one thing about which they’d like to know more. The criteria for listing items at each level are up to the needs of the teacher and the lesson, but it’s important to make the category for listing three items easier than the category for listing one item.

Sample Area: Thinking, Reflection; Power Notes (DURING, AFTER)

Tool 1: Power Notes

Representing-to-Learn

Dialectic journals invite students to work problems both in mathematical symbols and everyday language.

$6x^2 + 9x - 105$ (5 steps)	
<p>① $3(2x^2 + 3x - 35)$</p> <p>② $2x \cdot x \quad 5 \cdot 7$ </p> <p>③ $3(2x - 7)(x + 5)$</p> <p>④ </p> <p>⑤ $3(2x^2 + 3x - 35)$ $6x^2 + 9x - 105$</p>	<p>① Factor out the GCF</p> <p>② Look at factors of 1st and 3rd terms</p> <p>③ Signs are +, -</p> <p>④ Write as binomials</p> <p>⑤ Check using FOIL</p>

Daniels & Bizar. (2005) *Teaching the Best Practice Way*. Stenhouse.

Edward de Bono's P-M-I Activity

Statement:

P [Plusses]	M [Minuses]	I [Interesting]

T-List or T-Chart

The War of 1812

Main Idea	Details and/or Examples
Three important reasons for the War of 1812	<ol style="list-style-type: none">1.2.3.
How the War of 1812 changed how the U.S. did things	<ol style="list-style-type: none">1.2.3.