2013–2014 AVID Path Training

Writing Middle School/High School

Participant Handouts
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AVID Writing Middle School/High School

Training Objectives

Participants will:

'à become familiar with the organization of both the High School Writing and Middle Level Writing guides.
'à experience various writing activities from the guides.
'à have hands-on experience doing portions of major writing lessons to understand how to scaffold the writing process.
'à see the significance of including writing in the AVID class and content classes.
'à understand the application of WICOR strategies and the integration of reading, writing, and oral language.
'à establish some writing priorities for their own classes.
'à create a network of support among AVID coordinators/teachers and content teachers.
## Costa's Levels of Thinking

### 3—Applying
(Off the Page)

- Evaluate
- Judge
- If/Then
- Generalize
- Predict
- Hypothesize
- Imagine
- Speculate
- Forecast

### 2—Processing
(Between the Lines)

- Compare
- Sort
- Infer
- Contrast
- Distinguish
- Analyze
- Classify
- Explain (Why?)

### 1—Gathering
(On the Page)

- Complete
- Identify
- Recite
- Define
- List
- Select
- Describe
- Observe
Scavenger Hunt

Skim through the *Middle Level Writing* book and answer the following questions.

1. Using the Table of Contents, determine how many Writing *Units of Study* are included in the Guide?

   ___

2. What kind of assessment is supported by the use of Learning Logs?

   _____________________

3. On page 62, a list of possible purposes for writing are named. List these.

   __________  __________  __________  __________
   __________  __________  __________

4. What are the five modes of writing according to page 69?

   _____________________  _____________________  _____________________
   _____________________  _____________________

5. Section 5.4 lists transition words useful for various kinds/genres of writing. What are three of the transition words useful for comparison?

   __________  __________  __________
6. On what page would you find a rubric for assessing a persuasive piece of writing?

_____  

7. In addition to setting a purpose for reading, what are the four other processes that proficient readers do naturally?

_________________________________

_________________________________

_________________________________

_________________________________

8. What do the K, the W, and the L mean in a \textbf{K-W-L} format for activating background knowledge?

________________________________________________________

9. Where will you find information about “Using Context Clues” for understanding vocabulary in reading?

Page ____  

10. What might thinkers be doing if they are posing questions at Level Three?

_________________________________  _____________________________

_________________________________  _____________________________

_________________________________  _____________________________
Charles Darwin
Fateful Voyage

*I could not employ my life better than in adding a little to Natural Science.*
Charles Darwin, Autobiography

Charles Darwin became perhaps the world’s most famous naturalist, but he didn’t start out with this ambition at all. In December 1831, shortly after studying medicine and graduating with a degree in theology, Charles Darwin was invited to sail aboard the ship, the *Beagle*. The British Navy was funding a series of voyages to chart the coast of South America, and a naturalist was needed to collect specimens (samples) of plants, animals, and fossils and also to chart the landforms of the places the ship visited. The captain of the *Beagle*, Captain Robert Fitzroy, invited Darwin to take on that role when the original naturalist did not go. This began Darwin’s five-year journey.

The Galapagos Islands

The *Beagle* stopped in 1835 in the Galapagos (guh-LAH-puh-guhs) Islands to collect some of the islands’ giant tortoises for food. For five weeks they explored this volcanic archipelago, a group of islands approximately 1,000 kilometers off the west coast of Ecuador in South America. Darwin was astonished at the diversity of animals here. Some were unlike any species he had ever seen, and many turned out to be new to science at the time. He spent much of his time on land, collecting and recording information into notebooks that would engross him for the remainder of his life.

Adaptation of Species

Darwin noticed that the shape of the shells of Galapagos tortoises varied depending upon the environment of the island they inhabited. Tortoises with high, dome-shaped shells lived in higher altitudes, where there was rich vegetation. Here they grazed on low-growing plants. In the lower, desert-like areas, the tortoises had saddle-shaped shells. This type shell allowed them to use their long necks to reach food growing high on shrubs. The shell of each appeared perfectly suited or “adapted” for the environment in which each tortoise lived. Darwin deduced that the habitat, not the weather, caused differences in the evolution of the species on these islands.

Darwin also gathered over a dozen types of finches. He noticed that the beaks of these small birds were different, but seemed perfectly matched to their feeding habits. Because the finches were so similar in other ways, Darwin believed that they must have adapted from a single species that had perhaps been blown over from the mainland years and years earlier.
Natural Selection

The Beagle returned to England the next year. Charles Darwin took his notebooks of observations and spent the next thirty years studying and researching. He later developed and published his theory in The Origin of the Species in 1859. Darwin hypothesized that each generation of a species changes slightly from the previous one. This change may make it less fit for survival or improve the species chances of survival in an environment. He believed that more fit species have a better chance for survival and reproduce in greater numbers. Generations later, the offspring could become a different species.

Forest falcons may be an example of an adapted species. These falcons look more like a hawk with their short wings, long tail, and very acute or sharp hearing. These “adaptations” make them more agile so that they can easily maneuver in forests rather than fly fast in open space as other falcons do.

During his lifetime many people did not accept his theories. Many spoke out against him, but this did not stop him from studying and writing many, many books. When he died in 1882, he was honored with a state burial at Westminster Abbey in England. Darwin’s chance voyage and the theories that followed have influenced the way we think about the diversity of life on our planet.

(Information from National Science Teachers Association)
### Main Idea Formula

<table>
<thead>
<tr>
<th>Topic +</th>
<th>Wolves</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is said about the topic +</strong></td>
<td>Communicate by howling and using body language</td>
</tr>
<tr>
<td><strong>Purpose =</strong></td>
<td>To show that wolves are social animals</td>
</tr>
<tr>
<td><strong>Main Idea</strong></td>
<td>Wolves communicate by howling and using body language, which shows that they are social animals.</td>
</tr>
</tbody>
</table>

### Your Reading – Title: ____________________________________________

<table>
<thead>
<tr>
<th>Topic +</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is said about the topic +</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Purpose =</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Main Idea</strong></td>
<td></td>
</tr>
</tbody>
</table>
# The Critical Reading Process

The Critical Reading Process describes the steps a student should take in order to effectively read and analyze a text. To a large extent, student college readiness can be measured by how well a student can navigate through and then talk and write about rigorous texts. To prepare them for that level of intellectual engagement, we must model, teach, and practice the Critical Reading Process. See the descriptions below to better understand the stages of the reading process.

<table>
<thead>
<tr>
<th>Reading Process Stage</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Plan for Reading**  | The goal is to establish a purpose for reading and to help students understand expectations for outcomes of the reading. Includes:  
  - teacher planning and reading prompt creation  
  - students deconstructing the reading prompt or task  
  - students developing a plan for reading the text |
| **Build Vocabulary**   | Occurring throughout the reading process, the goal is to build students’ academic vocabulary so they may comprehend the text and then accurately speak or write about their understanding. Includes:  
  - building background knowledge about important words students will encounter in the text  
  - learning new words from context within the reading  
  - identifying words/phrases within the text that require repeated practice and study in order to retain and use them effectively |
| **Pre-Read**           | The goal is to preview the text to determine how best to read it, and to prime the brain so it is ready to engage with the reading. Includes:  
  - asking questions or making predictions  
  - identifying the structure of the text and determining reading strategies  
  - making connections to prior knowledge or building background knowledge |
| **Interact with the Text** | The goal is to actively engage with the text in order to make meaning—the reader “talks back” to the text to figure it out. Includes:  
  - marking the text and annotating/writing in the margins for strategic purposes (connecting, summarizing, questioning, etc.)  
  - using multiple methods for analyzing the text and tracing an author’s reasoning or narrative  
  - identifying and interpreting main ideas to build a more complex understanding of the text |
| **Extend Beyond the Text** | The goal is to push beyond the text to summarize it, consider its significance, and figure out how it fits into the larger world. Includes:  
  - examining the meaning of the text and evaluating its significance  
  - synthesizing multiple interpretations or multiple texts to arrive at new or more complex conclusions  
  - figuring out how this text resonates with other texts, history, current experiences, and events in the world |
Urban Legends

- Alligators in NY sewers
  - Legend began in 1960’s
- Blush spiders
  - No such spider
- Termite mulch
  - A hoax based on Hurricane Katrina

*Try your own line diagram for your subject.*
What Is a Mandala?

A mandala is a wondrous and meaningful design made in the form of a circle. The word *mandala* is from the classical Indian language of Sanskrit and, loosely translated, means “circle.” These special drawings were first created in Tibet over 2,000 years ago. Traditionally, they displayed highly intricate illustrations of religious significance and were used for meditation. Since then, they have been made by people from various cultures. In the Americas, Indians have created medicine wheels and sand mandalas. The circular Aztec calendar was both a timekeeping device and a religious expression of ancient Aztecs. In Asia, the Taoist “yin-yang” symbol represents opposition as well as interdependence. Over the past 2,000 years, mandalas have become a tool for displaying individual and cultural uniqueness the world over.

A simple definition of the mandala is that it is a circular drawing made to represent the harmony and wholeness of life or the wholeness of a person. Tibetans used mandalas for calming themselves and for thinking about the meaning of life. *Today, people often create mandalas to form a simple representation of who they are.* To make a mandala, a person begins by thinking of symbols that represent him or her. These symbols might include a dove to represent peace, a heart to represent love, or an open hand to represent friendship. The symbols a person chooses are then carefully drawn in the mandala.

The shape of a mandala is a circle because a circle is the most simple and universal shape found in the world. It is the form of the eye, the sun, a snowflake. Also, since there is always a center to a circle, as you look at a mandala it exercises your mind and draws you into the center of yourself or your topic.

For more information about mandalas, visit these Web sites:

Aztec Calendar: www.crystalinks.com/aztecalendar.html

Mandalas in Education: www.mandalaproject.org/What/Index.html

Mandala Links: www.abgoodwin.com/mandala/ccweb.shtml
# The Symbols of My Life

<table>
<thead>
<tr>
<th>Things Important to Me</th>
<th>Symbols Representing the Things Important to Me</th>
<th>What the Symbols Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples</td>
<td>Examples</td>
<td>Examples</td>
</tr>
<tr>
<td>Feeling safe</td>
<td>Dove</td>
<td>Peace in the world</td>
</tr>
<tr>
<td>Family</td>
<td>Heart</td>
<td>Love/unity</td>
</tr>
<tr>
<td>Friendship</td>
<td>Rainbow</td>
<td>Hope</td>
</tr>
</tbody>
</table>

"The Symbols of My Life" is a table that organizes the things that are important to a student, the symbols that represent these things, and the meanings of these symbols. The table includes examples such as feeling safe, family, and friendship, represented by symbols like a dove, heart, and rainbow. The meanings of these symbols include peace in the world, love and unity, and hope.
# WICOR Warm-up

<table>
<thead>
<tr>
<th>Day 1 Activities</th>
<th>W</th>
<th>I</th>
<th>C</th>
<th>O</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting the Stage Activities (Name Card; Audience Poll; Norms; Strand Objectives; Setting Appointments)</td>
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<tr>
<td>Dialogue (Two-Voice) Poem</td>
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<tr>
<td>Stretch Journal</td>
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<tr>
<td>Give One, Get One Cornell Notes Review</td>
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<tr>
<td>ML Guide Scavenger Hunt</td>
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<tr>
<td>Critical Reading Process with “Fateful Voyage”</td>
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<tr>
<td>Expository Writing Activities Reading/Writing Connection</td>
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<tr>
<td>Diagnostic Survey</td>
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<tr>
<td>Autobiographical Mandala Prewriting and Drafting Activities</td>
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<tr>
<td>Strand Feedback</td>
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</tbody>
</table>
Telling Sentences

- The stadium was packed.
- She was sad when her puppy died.
- The room is dark.
- I am cold and tired.
- Jennifer left the theater happy.
- My cat is playful.
- She was mad.
- He was anxious about the test.

Sample Showing Writing
Shoulder to shoulder, students packed the bleachers. Green and gold jerseys, banners, and pom-poms lined the home side of the stadium, moving upward in unison when the crowd rose to its feet. (Telling sentence: The stadium was packed.)

Now You Try It...
Instructions for Extending “Showing” Writing

1. As a group, review the definition of “showing” writing (page 119, the top 6 bullets in the HS Writing guide) and look at some samples (page 120).

2. Assuming that you are already comfortable using language to “show” versus tell, your task now is to extend your skills by creating “showing” writing in some novel ways. Individually or with a partner, choose one or more of the “senses” below and generate a short piece of writing (approximately 5-10 sentences) to communicate that sense. Choose senses that are particularly interesting or challenging for you. Remember that you are “showing” the sense rather than telling about it.

Communicate a sense of:

- Anxiety
- Wonder
- Chocolate
- Fluffy
- Conflict
- Impatience
- Rain
- Insight
- Nostalgia
- Beach
- New car
- Excess
Vouching for Vouchers

The following editorial appeared in Saturday’s Washington Post:

It would be nice if facts, not ideology, framed the discussion over Washington D.C.’s school voucher program. In an exchange during the third presidential debate, Democratic Sen. Barack Obama airily dismissed the program, while Republican Sen. John McCain offered a somewhat jumbled defense of it. Lost was this: 1,903 poor children have educational opportunities because of a unique program that detracts not a whit from either public or charter schools.

The stance of the two candidates is not surprising, given the history of their respective parties. Democrats loathe any suggestion of sending public money to private schools, while Republicans see the free market as a solution to the woes of urban education. It’s important, though, that the next president — and if the polls are to be believed, that will be Obama — look past these tired political arguments to the real needs of real children served by the D.C. Opportunity Scholarship Program. The next president and incoming Congress will decide whether to continue a program that gives low-income families up to $7,500 per child for their children to attend private schools of each family’s choosing.

Obama’s contention that data show that vouchers don’t work should be reexamined. The most in-depth study into the impact of vouchers involves the D.C. program, and it is far from complete. Federal researchers in early studies have found no statistically significant difference in test scores between students who were offered scholarships and those who were not, but they are encouraged by signs showing improved reading by children with the scholarships. It would be wrong to end the program before all the results are known. Then, too, it is undisputed that parents participating in the program believe their children are in better, safer schools. And, as McCain pointed out, shouldn’t parents have the same choice "that Senator Obama and Mrs. Obama had and Cindy and I had" to send their children to a school of their choosing? McCain’s numbers were off, but in a city with deplorable public schools, there’s demand and support for this program.

Obama is right that vouchers alone won’t solve the ills of education, but if he is elected, he should listen to poor people who are benefiting from this program and to local leaders who support it. Those leaders include, in his words, Washington’s "wonderful new superintendent” and “young mayor” who, in trying to improve the city’s troubled schools, would never think to limit a parent’s options. When all is said and done, they favor a program that brings money to public and charter schools while giving some poor parents what many others take for granted: a choice.

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A Friend in Need

The following editorial appeared in Saturday’s Washington Post:

Barack Obama made clear Friday that the American automobile industry will have a friend in the White House starting Jan. 20. At his first post-election news conference, Obama, who had supported more federal aid for Detroit during the campaign, echoed talking points the industry has been using to seek more aid from Congress. He described carmaking as “the backbone of American manufacturing,” and noted that its current “hardship” extends to “countless suppliers, small businesses and communities throughout our nation who depend on a vibrant American auto industry.” Obama wants his aides to come up with new ideas “to help the auto industry adjust, weather the financial crisis, and succeed in producing fuel-efficient cars here in the United States.”

Hemorrhaging cash, Detroit wants an acceleration of an already approved $25 billion government loan to retool for greater fuel efficiency, plus $25 billion more to help the automakers ride out the financial crisis. This would, indeed, be a bad time for a sudden shutdown of the industry; including related businesses, that could eliminate hundreds of thousands of jobs, with tragic effects for communities across the Midwest. Still, the industry is no longer quite as pivotal to the American economy as it once was; and many other businesses are also hurting, including many whose workers make less than Detroit’s unionized workforce. Even with a bailout, U.S. carmakers will have to shed workers by the thousands. As for improving the fuel efficiency of the U.S.-made fleet, the best way to do that would be to permanently raise federal gas taxes. Alas, higher gas taxes seem to be politically impossible at the moment.

For all his sympathetic words, Obama did not commit himself to any particular policy but left himself room to consider what kind of aid might be appropriate. In fact the only sensible bailout of Detroit would be one with strict conditions. Congressional Democratic leaders have suggested assurances that GM, Ford and Chrysler would use taxpayer money to create high-tech, “green” cars; for their part, the Big Three are willing to discuss an equity stake for Washington.

That’s better than a blank check but is hardly sufficient. Washington Post columnist Steven Pearlstein has suggested that these companies need to be reorganized top to bottom, through a kind of “prearranged” bankruptcy greased with federal aid: Under court direction, the firms would trim wages and benefits that far exceed those of non-union competitors, reduce the burden of pension payments, which stands at $90 billion over the next decade, and prune an outmoded network of 10,000 dealerships. Under such a scenario, existing shareholders would be wiped out, as shareholders of Bear Stearns were; creditors would be bought out at pennies on the dollar; and current management would go.

We doubt that this is the kind of rescue the car companies or the United Auto Workers have in mind, but it points to what should be an essential principle of any government charity. If the result is not a viable, albeit smaller, U.S. car industry, Washington will be simply throwing good money after bad.
A War the U.S. Must Fight

This editorial appeared in Monday’s Los Angeles Times:

Conflicts in Iraq, Afghanistan and Pakistan will demand President Obama’s attention as soon as he takes office, but he also must make time for the war on our border, where the Mexican government is fighting narcotics traffickers. Drug violence has claimed more than 6,800 lives in Mexico in the last two years, and has seeped into scores of U.S. cities that are marketplaces for illegal drugs. This war is as ugly as the others, with beheadings, kidnappings and urban shootouts that threaten the stability of Mexico and the national security of the United States.

The toll is stunning, as documented by Los Angeles Times reporters: 1,300 dead in Ciudad Juarez this year and 350 killed in Tijuana since September. Drug corruption has reached the highest levels of law enforcement in Mexico City, where the country’s top counter-narcotics chief was found to be on the payroll of traffickers. And in suburban San Diego, alleged members of a Tijuana drug gang are accused of at least a dozen murders and 20 kidnappings over three years.

Forbes magazine recently asked whether Mexico is a failed state, given its inability to stem the flow of blood and drugs. The state is weak, but not failed. After 70 years of one-party rule, Mexico’s executive and legislative branches are evolving, and the country is trying to build an independent judiciary. The problem is that President Felipe Calderon is fighting to retake control from the cartels before ending corruption and impunity. Strong law enforcement agencies and the rule of law have not been fully established.

The drug war is a bilateral problem. According to a recent report by the Brookings Institution, an estimated 2,000 guns make their way from the United States to Mexico every day. Drug consumption in the U.S. has not declined significantly over the last quarter-century, with a total of about 6 million users of heroin, cocaine and methamphetamine. While up slightly since Calderon launched his offensive last year, the street price of cocaine is nonetheless a third of what it was in 1990, indicating a steady supply through the Mexican smuggling routes.

It is in the U.S. interest that Calderon’s war succeed, because a failed state in Mexico would mean chaos on the border and more immigration, among other consequences. Under the so-called Merida Initiative, the United States is to provide $1.4 billion worth of interdiction equipment and training to Mexico over three years. Agreements were reached last week on the first delivery, which is expected in January. This should be accompanied by close cooperation between U.S. and Mexican law enforcement. The Obama administration should then step up efforts to interdict southbound shipments of bulk cash, chemicals for methamphetamine production and high-powered weapons. Some weapons come from legal gun stores and shows, but Mexican officials say others are black-market goods from abroad and, apparently, from U.S. Army and National Guard depots. And finally, the U.S. must seriously address drug consumption with funding for prevention and treatment programs. Ultimately, demand drives drug trafficking.

LA TIMES-WASHINGTON POST -- 12-08-08
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**Persuasive Essay Planning**

**Title of editorial or commentary**

**Who is the audience?**

**How will you introduce your essay so that you build interest?**

**What background information will you need to state?**

**What is your position on the issue?**

**What are your arguments? (facts, statistics, testimonials, anecdotes)**

**What is the counterargument? Why is it wrong?**

**How will you conclude: Restate your position? Give a call to action?**
Thesis

Topic: “The Tell-Tale Heart” by Edgar Allan Poe

Focus: Poe uses vivid imagery.

Forecast: Imagery is used to describe setting and characters, which then create a mood of suspense and horror.

Thesis statement: Poe uses vivid imagery to describe setting and characters, which then create a mood of suspense and horror.

Your Topic:

Your Focus Statement:

Your Forecast:

Write your thesis statement, making sure it is a complete sentence or two.

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________
Thesis Statement Extension Instructions

Because you already have a clear sense of what a thesis statement is and you are comfortable teaching it to students, we invite you to complete this extension activity rather than the more foundational activity with the larger group.

Instructions:

1. There are three writing prompts and sample thesis statements below/on back. Review them with a partner and choose 1-2 to work with.
2. You and your partner should analyze the given thesis statement, determine why it is weak, and write some commentary recapping your ideas.
3. Together, write a stronger thesis statement that addresses the issues you raise in your commentary. (Feel free to make up details if you don’t have the background information about the topic.)

Example 1:

Question/Prompt: Discuss the changes in the character of Scout in Harper Lee’s *To Kill a Mockingbird*.

Weak Thesis: In the book *To Kill a Mockingbird* by Harper Lee, Scout changes a great deal.

Commentary:

Stronger Thesis:
Example 2:

**Question/Prompt:** Economic development and environmental protection are often at odds. Identify and discuss one example of the conflict, including your attitude toward the conflict or a proposed solution.

**Weak Thesis:** The conflict between the logging interests of the Pacific Northwest and the protection of the spotted owl is one example of the conflict between economic development and environmental preservation.

**Commentary:**

**Stronger Thesis:**

Example 3:

**Question/Prompt:** Early in Shakespeare’s *Hamlet*, Hamlet states, “What a piece of work is man,” and the play itself explores a spectrum of characters who appear to embody many facets of human nature. In an essay, discuss what the play suggests about the qualities that define human nature and the implications of comparison to a society.

**Weak Thesis:** In *Hamlet*, Shakespeare suggests that human nature is defined by a mixture of qualities, some of which hurt society.

**Commentary:**

**Stronger Thesis:**
Example Three-Column Organization

<table>
<thead>
<tr>
<th>First Word of Each Sentence</th>
<th>Verb in Each Sentence</th>
<th>Number of Words in Each Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</table>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Prioritizing Writing Instruction

Given what you know (or are assuming right now) about your students, what are some general writing priorities you have for them (for the year): what do you want them to be able to do at the end of the year?

(Did you include diagnostic assessment to determine additional student needs?)

Looking at your brainstormed writing priorities, what skills do your students need to develop to make it possible for them to do these things successfully?
Given your writing priorities and the students’ skill development needs, what will you do with students 1st quarter—what activities/lessons?

How about 2nd quarter?
Learning Log                   Name: _____________________

Write, draw, or process in some other way, a response to the prompt on the front and/or back of this paper. (The front is set up for writing; the back is set up for drawing or diagramming.)

Prompt:
Think back to all the things we did and talked about yesterday. What key learning points have stayed with you or what seems most important to you?

Response:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Verbal Reader Response Instructions (Partners)

☐ **Reader/Author:** Explain your paper’s audience, purpose, and form, and then read your introduction or 1st paragraph/section aloud two times (don’t read too quickly).

☐ **Listener/Responder:** Write notes on your note guide while the author reads. Looking for: +’s (images, words, ideas); -’s (images, words, ideas); areas of confusion.

☐ **Listener/Responder:** Using "I" statements and honest questions, share your feedback from your notes and what you’re expecting from the rest of the paper based on this introduction.

☐ **Reader/Author:** Listen and record revision notes on your draft.

☐ **Repeat process with next paragraph/section, and keep going until time is called.**

If time permits, switch roles and start over with new draft.
Verbal Reader Response Note Guide

Based on what you have heard, what is this author’s main idea or message? _____

<table>
<thead>
<tr>
<th>+</th>
<th>-</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(strong images, words, ideas)</td>
<td>(images, words, ideas that seem weak or ineffective)</td>
<td>(parts that are unclear to me)</td>
</tr>
</tbody>
</table>
Autobiographical Mandala Essay

Martha Perez

My mom always says, “Try your hardest and you will succeed in life.” This always spurs me on to do my best and keep on trying. It gives me the ability to go through each day with the courage to try new things and succeed. Because of the support the symbols in my life give me, I can accomplish all my goals. The three things that give me the courage to go through life are my family, friends, and my education.

Family is a key ingredient to success. This is especially true for me because I received a lot of support from my parents when I was learning English. They were there for me even when they couldn’t help me with my English. This gave me the initiative to try my hardest to learn this new language. Because of their confidence in me I was able to reach my goal and learn English. They talk to me about real issues and don’t treat me like a kid. They always help me explore new concepts and ideas. They promote independent thoughts, regardless of what theirs might be. Now when I try something new, I don’t hesitate but just take the big leap to success.

Friendship keeps me from going insane. My friends help me deal with all the problems that overwhelm me at the worst of times. They keep me from berating myself with useless criticizing over petty mistakes. They are the ones who stand with me when I am at my worst and don’t abandon me for it. They give me the courage to say what is on my mind instead of shying away. They are a part of me that I would not sacrifice.

My education is something so dear to me, it is with me at all times. It helps me express myself in so many ways. I know I can forge a better future for me and my family with my education. It is like a best friend, disappointing at times but always bringing joy to my life. I think that it defines who I am as much as my family and friends do. I can only hope that I won’t let my education down by failing, but I know that with it by my side I can do anything.

Every day is a new challenge brought forward, but I know I can face it. I have the support of a loving family, caring friends and a great education. What more can a girl ask for? I mean, I have the makings of a great future. With all this backup I know I’ll make it through life. Who knows, perhaps you’ll hear about me someday.
Argument

Jenny Cormano

Student sample excerpted from *High School Writing*, page 394

Yearly estimates show that 58,492 people in the U.S. die from AIDS, 43,186 people die from car crashes (“Deaths”), and 20,000 people die from the flu (Perkins). So why is it that the media is hyping up nine anthrax deaths (Kuhnhenn)? This past month a disproportionate number of headlines have revolved around anthrax. Is our fear of anthrax fact based or media created?

Referring to the flood of people overrunning hospitals demanding to be tested, Eileen Cornish of Sharp Hospitals says, “It’s basically people who are anxious because they hear the news” (McDonald). “If you want to get attention, scare a network anchor,” says S. Robert Litchter, executive director of the Center for Media and Public Affairs in Washington D.C. (Kloer). The United States is being scared not by the criminals at large for these deaths, but from the media who is selling fear and anxiety. Howard Fiengberg, research analyst for the Statistical Assessment Services says, “…the tone has been this shrill ‘The sky is falling, we’re doomed.’ [Networks are] talking about ironing mail to take care of anthrax spores. The bizarre things they’ve come up with to fill air space is ridiculous” (Kloer).

As media consumers, are we absorbing this information logically? A San Diego County Public Health Officer, Dr. George Flores, says, “There’s really an inordinate amount of public alarm” (McDonald). The U.S. Department of Health and Human Services web site actually has to tell people not to horde medicines or buy gas masks (“Public”). After passengers were exposed to coffee creamer, resulting in a delayed flight, in one airport alone several more planes still got detained for the same reason (Petrillo). John McQuaid, Ph.D., assistant professor in the Department of Psychiatry at the University of California says it is not the spread of anthrax, but the stress from worrying about it that will hurt the general public (McQuaid).
Scaffolding for Revision

INPUT
(feedback/reader response)

OUTPUT
(revision)
Using Rubrics

Students

- Students need ownership: they should paraphrase teacher and other rubrics and create new rubrics.

- Students should target their efforts and set goals for the traits and levels—everything doesn’t need to be targeted at the same level, and all traits don’t have to be attached at once.

- Students should push themselves to “very effective” or “advanced” columns as they are ready for the challenge.

- Students should use the rubrics at different stages of the writing process: drafting, peer reader response, revision, self-evaluation.

Teachers

- Rubrics in books are flexible; revise for your own needs.

- You don’t need to score for all traits on the rubric; it is okay to focus your efforts based on student needs. You can score one or more elements of the writing.

- Writing process rubric is in Section 2 of HS Writing Guide.

- CAUTION: Columns are not set for translation to letter grades (“very effective” does not = A).

- Rubrics can help manage paper load: the more the students do with teacher guidance, the less the teacher has to do. Use focus lessons to target key areas on the rubric with reader response and collaborative revision to improve the writing before you collect it.
Charting a Text ~ A Sample

**Text Title:** “Don’t Let Stereotypes Warp Your Judgment”  **Author:** Robert L. Heilbroner

<table>
<thead>
<tr>
<th>Paragraphs</th>
<th>Saying</th>
<th>Doing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chunk/group the paragraphs</td>
<td>What is the author <em>saying</em> in these paragraphs?</td>
<td>Considering what the author <em>is saying</em>, determine what the author <em>is doing</em> in the paragraphs. What purpose does the author intend these details to serve? Begin your classifications with present progressive verbs. (See the handout titled “Charting Verbs.”)</td>
</tr>
<tr>
<td>of the text according to</td>
<td>What are the essential details that make up the paragraphs?</td>
<td></td>
</tr>
<tr>
<td>purpose or idea. Which</td>
<td></td>
<td></td>
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<tr>
<td>paragraphs seem to have the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>same purpose?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paragraphs 1 - 4</td>
<td>- Names do not denote a person’s attractiveness; voices do not reveal</td>
<td><strong>The author is establishing that most people falsely believe in pre-conceived ideas about others.</strong></td>
</tr>
<tr>
<td></td>
<td>personality.</td>
<td></td>
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<tr>
<td></td>
<td>- College students think that names denote attractiveness.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- College students were inaccurate in determining ethnicity based on</td>
<td></td>
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<tr>
<td></td>
<td>photographs.</td>
<td></td>
</tr>
<tr>
<td>Paragraphs 5 - 6</td>
<td>- Stereotypes are prejudgments—a “kind of gossip about the world”—that</td>
<td><strong>The author is defining and explaining the term “stereotype.”</strong></td>
</tr>
<tr>
<td></td>
<td>fuel prejudice.</td>
<td></td>
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<tr>
<td></td>
<td>- Stereotypes affect how we see the world.</td>
<td></td>
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<tr>
<td>Paragraphs 7 - 8</td>
<td></td>
<td></td>
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<tr>
<td>Paragraphs 9 - 10</td>
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<tr>
<td>Paragraphs 11 - 13</td>
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<tr>
<td>Paragraph 14</td>
<td></td>
<td></td>
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<tr>
<td>Paragraphs 15 - 18</td>
<td></td>
<td></td>
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</tbody>
</table>
Determining the Author’s Main Argument: Accounting for everything that the author is doing in the text, and considering the relationship among ideas, what is the author’s main argument?

_____ Is it explicit? _____ Is it implicit?

Author’s Main Argument: __________________________________________

____________________________________________________________________________

____________________________________________________________________________
One Paragraph Summary Template

____________________________________ (author’s credentials), ______________________

___________________________ (author’s first and last name), in her/his/the _______________ (genre)

____________________________________ (title of text),

___________________________ (verb: argues, states, suggests, hypothesizes, discusses, notes…) that

________________________________________(main claim or argument advanced in the text).

She/he supports her/his claim by ______________________________________________________

______________________________________________________________________________

______________________________________________________________________________

__________________________________ . She/he next proceeds to show that _________________

______________________________________________________________________________

______________________________________________________________________________

__________________________________ . Finally, she/he argues (or some other such verb) that _________________

______________________________________________________________________________

______________________________________________________________________________

________________________________________ (author’s last name) purpose is to __________

______________________________________________________________________________

in order to _______________.

______________________________________________________________________________

She/he ______________________ (verb: adopts, establishes...) a(n) ____________________________ tone for ________________________________ (intended audience).
“Don’t Let Stereotypes Warp Your Judgment”
Robert L. Heilbroner

1 Is a girl called Gloria apt to be better-looking than one called Bertha? Are criminals more likely to be dark than blond? Can you tell a good deal about someone’s personality from hearing his voice briefly over the phone? Can a person’s nationality be pretty accurately guessed from his photograph? Does the fact that someone wears glasses imply that he is intelligent?

2 The answer to all these questions is obviously, “No.”

3 Yet, from all the evidence at hand, most of us believe these things. Ask any college boy if he’d rather take his chances with a Gloria or a Bertha, or ask a college girl if she’d rather blind-date a Richard or a Cuthbert. In fact, you don’t have to ask: college students in questionnaires have revealed that names conjure up the same images in their minds as they do in yours – and for as little reason.

4 Look into the favorite suspects of persons who report “suspicious characters” and you will find a large percentage of them to be “swarthy” or “dark and foreign-looking” – despite the testimony of criminologists that criminals do not tend to be dark, foreign, or “wild-eyed.” Delve into the main asset of a telephone stock swindler and you will find it to be a marvelously confidence-inspiring telephone “personality.” And whereas we all think we know what an Italian or a Swede looks like, it is the sad fact that when a group of Nebraska students sought to match faces and nationalities of 15 European countries, they were scored wrong in 93 percent of their identifications. Finally, for all the fact that horn-rimmed glasses have now become the standard television sign of an “intellectual,” optometrists know that the main thing that distinguishes people with glasses is just bad eyes.

5 Stereotypes are a kind of gossip about the world, a gossip that makes us prejudge people before we ever lay eyes on them. Hence it is not surprising that stereotypes have something to do with the dark world of prejudice. Explore most prejudices (note that the word means prejudgment) and you will find a cruel stereotype at the core of each one.

6 For it is the extraordinary fact that once we have typecast the world, we tend to see people in terms of our standardized pictures. In another demonstration of the power of stereotypes to affect our vision, a number of Columbia and Barnard students were shown 30 photographs of pretty but unidentified girls, and asked to rate each in terms of “general liking,” “intelligence,” “beauty” and so on. Two months later, the same groups were shown the same photographs, this time with fictitious Irish, Italian, Jewish, and “American” names attached to the pictures. Right away the ratings changed. Faces which were now seen as representing a national group went down in looks and still farther down in likability, while the “American” girls suddenly looked decidedly prettier and nicer.

7 Why is it that we stereotype the world in such irrational and harmful fashion? In part, we begin to type-cast people in our childhood years. Early in life, as every parent whose child has watched a TV Western knows, we learn to spot the Good Guys from the Bad Guys. Some years ago, a social psychologist showed very clearly how powerful these stereotypes of childhood vision are. He secretly asked the most popular youngsters in an elementary school to make errors in their morning gym exercises. Afterwards, he asked the class if anyone had noticed any mistakes during gym period. Oh, yes, said the children. But it was the unpopular members of the class – the “bad guys” – they remembered as being out of step.

8 We not only grow up with standardized pictures forming inside of us, but as grown-ups we are constantly having them thrust upon us. Some of them, like the half-joking, half-serious stereotypes of mothers-in-law, or country yokels, or psychiatrists, are dinned into us by the stock
jokes we hear and repeat. In fact, without such stereotypes, there would be a lot fewer jokes. Still other stereotypes are perpetuated by the advertisements we read, the movies we see, the books we read.

9 And finally, we tend to stereotype because it helps us make sense out of a highly confusing world, a world which William James once described as “one great, blooming, buzzing confusion.” It is a curious fact that if we don’t know what we’re looking at, we are often quite literally unable to see what we’re looking at. People who recover their sight after a lifetime of blindness actually cannot at first tell a triangle from a square. A visitor to a factory sees only noisy chaos where the superintendent sees a perfectly synchronized flow of work. As Walter Lippmann has said, “For the most part we do not first see, and then define; we define first, and then we see.”

10 Stereotypes are one way in which we “define” the world in order to see it. They classify the infinite variety of human beings into a convenient handful of “types” towards whom we learn to act in stereotyped fashion. Life would be a wearing process if we had to start from scratch with each and every human contact. Stereotypes economize on our mental effort by covering up the blooming, buzzing confusion with big recognizable cutouts. They save us the “trouble” of finding out what the world is like – they give it its accustomed look.

11 Thus the trouble is that stereotypes make us mentally lazy. As S. I. Hayakawa, the authority on semantics, has written: “The danger of stereotypes lies not in their existence, but in the fact that they become for all people some of the time, and for some people all the time, substitutes for observation.” Worse yet, stereotypes get in the way of our judgment, even when we do observe the world. Someone who has formed rigid preconceptions of all Latins as “excitable,” or all teenagers as “wild,” doesn’t alter his point of view when he meets a calm and deliberate Genoese, or a serious-minded high school student. He brushes them aside as “exceptions that proved the rule.” And, of course, if he meets someone true to type, he stands triumphantly vindicated. “They’re all like that,” he proclaims, having encountered an excited Latin, and ill-behaved adolescent.

12 Hence, quite aside from the injustice which stereotypes do to others, they impoverish ourselves. A person who lumps the world into simple categories, who type-casts all labor leaders as “racketeers,” all businessmen as “reactionaries,” all Harvard men as “snobs,” and all Frenchmen as “sexy,” is in danger of becoming a stereotype himself. He loses his capacity to be himself – which is to say, to see the world in his own absolutely unique, inimitable and independent fashion.

13 Instead, he votes for the man who fits his standardized picture of what a candidate “should” look like or sound like, buys the goods that someone in his “situation” in life “should” own, lives the life that others define for him. The mark of the stereotype person is that he never surprises us, that we do indeed have him “typed.” And no one fits this strait-jacket so perfectly as someone whose opinions about other people are fixed and inflexible.

14 Nor do we suddenly drop our standardized pictures for a blinding vision of the Truth. Sharp swings of ideas about people often just substitute one stereotype for another. The true process of change is a slow one that adds bits and pieces of reality to the pictures in our heads, until gradually they take on some of the blurriness of life itself. Little by little, we learn not that Jews and Negroes and Catholics and Puerto Ricans are “just like everybody else” – for that, too, is a stereotype – but that each and every one of them is unique, special, different and individual. Often we do not even know that we have let a stereotype lapse until we hear someone saying, “all so-and-so’s are like such-and-such,” and we hear ourselves saying, “Well – maybe.”
Can we speed the process along? Of course we can.
First, we can become aware of the standardized pictures in our heads, in other people’s heads, in the world around us.
Second, we can become suspicious of all judgments that we allow exceptions to “prove.” There is no more chastening thought than that in the vast intellectual adventure of science, it takes but one tiny exception to topple a whole edifice of ideas.
Third, we can learn to be chary of generalizations about people. As F. Scott Fitzgerald once wrote: “Begin with an individual, and before you know it you have created a type; begin with a type, and you find you have created – nothing.”

Most of the time, when we type-cast the world, we are not in fact generalizing about people at all. We are only revealing the embarrassing facts about the pictures that hang in the gallery of stereotypes in our own heads.

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Prompt Dissection

Social Studies

We have studied the elements that distinguish a culture. State the elements and give one example of each, either from your culture or another. Write your answer in paragraph form.

Science

Imagine your teacher has asked you to present the information from a film on the respiratory system to five of your classmates who missed the film because of a field trip. Create a set of sample Cornell notes that you could use to explain the parts of the body involved in respiration and the process of respiration. You do not need to write the summary statement of the notes.
Prompt Writing Practice

**Elements of a Well-Written Prompt**

- **Sentence 1:** A declarative sentence (a simple sentence where possible) that makes a generalization about a particular subject matter.
- **Sentence 2:** An imperative sentence (also simple, if possible) that asks students to make a personal response to an instance of the subject matter defined. Or an interrogative sentence that gives them a question to answer.
- **Sentence 3:** Any specific directions as to the mode of writing expected, the length, or any qualifiers (for example, “Be sure to use two supporting ideas.”)

**Example**

Fiction is told from a particular point of view. From which point of view is this novel told, and who is the narrator? Do you think this is the most effective means of narrating this novel? Answer these questions in a paragraph.

**Prompts should always be written with the following in mind:**

- Is this a writing assignment I would use in class?
- Do students have skill in writing to the format the prompt is asking?
- Does the prompt allow for a variety of student responses?
- Does the prompt provide students with opportunities to use inquiry rather than spit back facts or information?

**Practice**

**Directions:** Following the guidelines above, write a prompt in the space below. You may choose to base this prompt on one of the readings or strategies we have used this week, a story, essay, novel, or text that you use in your class, or a thematic topic such as courage, fear, or loyalty.
Sentence Combining: Sample Passage 1

Javier sat beneath the old pine tree. He thought about nature. He pondered his place in the universe. He looked up at the sky. Javier looked through the branches. He forced his eyes to blur. The branches melted together. The pine cones melted together. The green needles melted together. They became one. Javier sat there for hours. He looked at the interweaving of branches. He looked at the random placement of pine cones. He looked at every needle. The pieces formed the evergreen tree.

Sentence Combining: Sample Passage 2

Javier sat beneath the old pine tree. He thought about nature, and he pondered his place in the universe. He looked up at the sky, and he looked through the branches. He forced his eyes to blur. The branches, pine cones, and green needles melted together, and they became one. Javier sat there for hours; he looked at the interweaving of branches, and he looked at the random placement of pine cones. He looked at every needle. The pieces formed the evergreen tree.
Structures for Collaboration

Carousel Brainstorming
*Used to elicit background knowledge, to build background knowledge, to review recently studied information, or to gather opinions. Allows students to build on one another’s ideas in a very structured manner.*

1. Prepare the same number of wall charts as groups. Each wall chart will have some kind of “stimulus” to which students will respond. These can be photographs, steps in a problem-solving sequence, targeted vocabulary, quotations, text excerpts, etc.—usually one item per chart.
2. Assign each group to begin at a specific chart. It may be helpful to assign a different color marker for each group.
3. On the first signal—groups move to assigned charts and generate and record as many ideas as possible for that item.
4. On the second signal—groups rotate clockwise to the next chart, review what previous group wrote, generate and add additional ideas or questions.
5. On the third signal—groups rotate clockwise to the next chart, review what the previous groups wrote, generate and add additional ideas or questions … continue until all groups have written on all charts … then, ask the students to take a “Gallery Walk” of all charts and be seated.

Fishbowl
*Used as a structure for modeling a process and for giving groups of students the opportunity to have structured talk while others have structured listening.*

1. Set up a small inner circle of students to demonstrate an activity for the class. Have all other students form a larger outer circle around the inner circle (Fishbowl group) of students.
2. Give the outer circle a specific listening and recording task to accomplish while they observe the fishbowl group.
3. Give the inner circle (fishbowl) directions for the activity and how they are to proceed.
4. The inner circle (fishbowl) demonstrates the activity to the rest of the class. As necessary, clarify and correct the activity steps with the fishbowl group.
5. Debrief with the entire class.

*Note:* The fishbowl can also be used as a structure for Socratic Seminar, where the inner circle of students participate in a discussion and the outer circle students listen and take notes. Later, the outer circle students can comment on the discussion, using their notes and then, possibly, exchange places with the fishbowl students.

Give One/Get One
*Interactive method for reviewing content, eliciting background knowledge, or processing newly taught information.*

1. Ask each student to make a list of ideas related to a teacher-generated topic or question on a sheet of paper.
2. Give students two to three minutes to create as long a list as possible.
3. Tell students to draw a line after their final idea.
4. Have students stand with their list in hand and talk, one on one, with as many other students as they can in a period of three to five minutes.
5. Students must give each other student they meet an idea from their list; they must also write down one new idea from each partner’s list.
6. At the end of the activity, create a class list of information completed from the individual lists of students.

**Inside/Outside Circles or Parallel Lineups (“Conga Line”)**

*Used to review key concepts and to build academic talk.*

1. Give each student a slip of paper or card with a question, vocabulary word, or some other topic they will need to explain.
2. Give them 2 minutes to think about their topic and to write notes on the paper/card.
3. Divide students into two equal groups (papers/cards can also be color-coded for easy division into two groups).
4. Place half the group in the inner circle directly facing a member of the second half of the group in an outer circle. (Alternatively, form parallel lines.)
5. Provide a limited amount of time for the partners to quiz each other on the topics from their papers/cards.
6. Coach the students to speak in complete sentences and to restate the question in their answer as they speak to their partners.
7. Coach students to ask their partner questions if the partner is not able to readily respond about the topic.
8. Have the outer circle move to the left (or right) two or three partners down. With parallel lineups, have one or two persons at one end of the line walk quickly to the other end of the line, and all other move one or two spaces to face a new partner. To form a “Conga Line,” use Conga music to cue students when to move; all the students dance while the outer circle or line moves.
9. Repeat steps 5-8.

**Jigsaw—Home Group/Expert Group**

*Used when discussion of new information is desired, but time is limited or the target text/content material is especially dense. Jigsaw provides scaffolded inquiry with accountability.*

1. Divide students into small groups. The number of sections of the reading or the number of concepts being reviewed or introduced will determine the number and size of the groups.
2. Assign each member of the group a number that corresponds to the section of the text to be read or the concept to be mastered. Each member of the group is responsible for completing one part of the reading or mastering one of the assigned concepts. Encourage students to take notes.
3. Students then leave their “home” groups and form “expert” groups with other students with the same number. Each “expert” group works on its part of the assignment; members assist each other with questions, clarifications, and summaries. In preparation for going back to his or her “home” group as an “expert,” each student rehearses and teaches the lesson to the other members.
4. Students return to their “home” groups and share, discuss information, and teach their part of the assignment. Students synthesize their understanding of the whole text or set of concepts by summarizing the main ideas and identifying how all the jigsaw parts are related.
5. Students reassemble as a whole class and share their thoughts and responses.

**Jigsaw Sequencing Groups**  
*Used to structure a group for negotiation and problem-solving.*
1. Cut/separate sections of a text into individual parts. Each part should have a complete meaning and show a type of transition at the beginning or the end of that section.
2. Form groups of students that correspond to the number of “jigsaw” pieces.
3. Each group member receives a different piece of the text, problem or proof.
4. Each member of the group must then decide where their piece fits in the text, problem or proof.
5. If a student thinks he/she has the first section of the text, problem or proof, the student must give the reasons why without letting the group read the section. He/she tells the group, “I think I have the first piece because…”
6. If the group agrees that it is the first section, the student reads the text, problem or proof aloud to the group and then places it on the table.
7. The group then proceeds to look for the next section following the same rules as above.
8. Once the group has identified what they think the correct sequence is, they summarize what the text or problem means or represents.

**KWL**  
*When done collaboratively, used to elicit collective background knowledge, to build purpose for a learning task, and to chronicle learning. Allows students to build on each other’s learning.*
1. Draw three columns on chart paper. Label the columns of the KWL chart; What we **Know**, What we **Want/Need to Know**, and What we **Learned**.
2. Identify a text selection or topic for pairs or small groups of students to consider during the activity.
3. Ask students to brainstorm and enter information in the first column to indicate what they already know about the topic—this is a way to discover students’ prior knowledge.
4. Ask students to brainstorm questions in the second column indicating what they want/need to know about the topic to better understand it—this can help establish purpose during the learning activity.
5. After engaging with the text/topic, have students re-visit the KWL to identify what they’ve learned in the third column.

**Note-checking Pairs**

*Used to foster the 10-2 instructional model (10 minutes of “input”; 2 minutes of “processing”) and to check for comprehension.*

1. At the end of a class segment (10 to 15 minutes), ask students to find a “Shoulder Partner” to review their notes.
2. The note review activities could include:
   - Summarize the three most important points, using both students’ notes.
   - Choose the most important idea that will appear on the exam based on the notes.
   - Check the completeness and accuracy of each partner’s notes.
   - Use the notes together to solve an example problem.
   - Write questions together in the left column of their Cornell notes.
   - Use the notes together to work on a teacher-generated question.

*Note:* These notes and the “processing” that has been done can be collected as a formative assessment.

**Novel Ideas Only**

*Structured method for eliciting collective background information, reviewing recently taught information, and for practicing academic talk, careful listening, and public speaking.*

1. Place students in groups and assign groups to list ideas about a given topic. Set a time limit for the task.
2. Have a spokesperson from each group stand and share one “novel” idea from the group’s list.
3. Students in each group must listen attentively to ensure that no group repeats information already provided by another group. (Each group spokesperson can only give information not previously mentioned.)
4. As students hear an item shared by another group, they check it off their own group’s list.
5. Each spokesperson sits down after they have either read or checked off all the items on their list.
6. The activity continues until all “novel” ideas about the topic have been shared and all students are again sitting down.
Novel Ideas—Four Corners
*Used to check for comprehension and to build student accountability for articulating their understanding. Also helps build cohesion among classmates as they discover they can help each other.*
1. Allow students to divide themselves into four groups based on their perceived level of understanding or mastery of a question or concept. 1 = least level of understanding; 4 = highest level of understanding.
2. Ask the groups to brainstorm all that they know about the question or concept, and to generate questions that would help them gain more understanding.
3. Ask a representative from the level one group to share all that was on their group’s brainstorm list, saving questions until all groups have shared.
4. Proceed in turn with each sequential group allowing them to share new information not previously mentioned.
5. Finish with the group that perceived themselves as having mastered the material.
6. Re-visit groups’ questions to see if any have been answered by the other groups’ sharing, and then invite students to answer the questions still pending.
7. Clarify misconceptions and misstatements.

Numbered Heads Together
*Used for quick collaborative discussion with group and individual accountability.*
1. Place students in groups of four.
2. Have students in each group number off from one to four.
3. Ask students a question for discussion or review or assign an academic task.
4. Have students discuss the question or complete the task in their groups, making sure that each member of the group can answer the question or recap the learning from the task if called upon.
5. Select a random number corresponding to a number of a group member.
6. Select one or two students to respond to the question/recap the learning. Additional students with the same number can respond to the question by adding new information to the previous response(s).

Parking Lot
*Used to build ownership and to encourage students to communicate their concerns and questions.*
1. Provide students with sticky notes on which they can record questions and concerns.
2. Designate a location (the “parking lot”) in the room for students to “post” their questions and concerns.
3. Encourage students to add to the parking lot at any time.
4. Check the parking lot frequently and address any notes that have been posted.

Take Five
*Used to gain consensus decision-making. It is an effective way to assess group needs and gather information for problem-solving.*
1. Divide the larger group into smaller groups of four or five students each.
2. Provide quiet time for each student to complete a 5 to 10 minute quickwrite on a selected topic about which they are trying to make a decision.
3. Provide time for groups to collaborate and brainstorm.
   a. Each student should share his or her writing one at a time.
   b. Groups should look for common themes and record consensus ideas on paper or small whiteboard.
   c. Each group should then discuss their list and identify their priorities by numbering 1, 2, 3, etc. Each small group shares their top agreements/priorities with the larger group.
4. The larger group records common themes/priorities.

Talking Chips

*Used for accountable and equitable talk in small group discussions and promotes academic talk.*

1. Have students each create three name cards (“Talking Chips”) with small sticky notes or slips of paper.
2. During discussion groups, have student take out their name cards (“Talking Chips”). Tell them that when they are ready to contribute to the discussion they must place one of their chips in the center of the table.
3. When they do this, all other students at the table must stop talking and listen attentively.
4. When students have used up all of their talking chips, they must wait for others to use theirs up, too, before they can contribute to the discussion again.
5. Once all chips are in the center of the table, they can be redistributed and all participants invited to join in the discussion again.

Think-Pair-Share

*Used as a quick processing activity and/or check for understanding; the think/write steps are crucial for giving students time to process their understanding in preparation for sharing.*

1. Instruct students to think carefully about a specific topic or a question. This may be facilitated by a quickwrite. Think-Write-Pair-Share is especially important for English Language Learners who need more “rehearsal” time before speaking.
2. Instruct students to find a partner near to them.
3. When you give a signal, one partner shares his/her answer to the question and the reasons that support it, while the other partner listens.
4. The partners exchange roles.
5. The partners prepare to share their answers/responses with the large group.

Think-Pair-Share—Squared

*Used as a quick processing activity and/or check for understanding; the think/write steps are crucial for giving students time to process their understanding in preparation for sharing.*

1. Participants listen to a question, concern or scenario.
2. Individuals think and make notes about the questions, concern or scenario.
3. Individuals pair and discuss their responses.
4. Pairs join into groups of four and discuss responses.
5. Foursomes prepare to share their answers/responses with the large group.

**Whip Around**  
*Used for quick processing and checks for comprehension.*

1. Divide students into small groups of four to five students each.
2. Present a question or discussion prompt.
3. Give a time limit, usually two to three minutes.
4. Going around the group sequentially, each student comments on the question or discussion prompt.
5. A student may pass one time, but must comment the next time it is his or her turn.
Honeybees

Being a bee

is a pain.

I’m a worker
I’ll gladly explain.

I’m up at dawn, guarding
the hive’s narrow entrance

Being a bee

is a joy.

I’m a queen

I’ll gladly explain.
Upon rising, I’m fed
by my royal attendants,
I'm bathed
then I take out
the hive's morning trash
then I'm groomed.
then I put in an hour
making wax,
without two minutes' time
to sit still and relax.

The rest of my day
is quite simply set forth:

Then I might collect nectar
from the field
three miles north
or perhaps I'm on
larva detail
feeding the grubs
in their cells,
wishing that I were still
helpless and pale.

I lay eggs,
by the hundred.

I'm loved and I'm lauded,
I'm outranked by none.

Then I pack combs with
pollen—not my idea of fun.

When I've done
enough laying

Then, weary, I strive
to patch up any cracks
in the hive.

I retire
for the rest of the day.

Then I build some new cells,
slaving away at
enlarging this Hell,
dreading the sight
of another sunrise,
wondering why we don't
all unionize.

Truly, a bee's is the
worst
of all lives.

Truly, a bee's is the
best
of all lives.

(30)