

Using Reading and Writing to Support Learning

Online Companion Workbook

This Write for Texas Online Companion Workbook serves as an optional guide that participants can use as they work through each online resource.

This Companion Workbook includes the following:

- 1. Copies of the handouts for each resource—these handouts, which are also available electronically and can be downloaded, read, and/or printed within each resource, include the following:
 - **Classroom teacher handouts:** Instructional practices for teachers to use as they plan and implement reading and writing instruction in their content area classrooms
 - **Classroom templates:** Masters for students to use—these handouts can be kept in students' writing folders or notebooks
 - Professional connection handouts: Informative materials for teachers that provide background and research-based information related to effective content area reading and writing instruction
 - Online activity handouts: Materials for teachers to use as they complete online practice activities and view related videos
- 2. A brief explanation of how teachers use the handouts as they work through each online resource
- 3. Tips for how to use some of the materials and strategies in the classroom
- 4. Related online resource participant activities, including the following:
 - Online practice activities and videos: Opportunities for teachers to practice (sometimes in the role of a student or teacher) the reading and writing strategies (Some resources include videos.)
 - **Classroom teaching activities:** Opportunities for teachers to try the strategies in the classroom and think about how to incorporate the instructional practices into their content area curriculum
 - **Teaching journal questions:** Opportunities for teachers to think about and record (on paper or electronically) their responses to reflection questions, ideas, and other thoughts that relate to the online resources

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Handouts

Using Reading and Writing to Support Learning

Gateway Resource URAW0001

Using Reading and Writing to Support Learning

GATEWAY RESOURCE ID: URAW0001

Standards and Instruction

Standards and Instruction is the first online resource in the Using Reading and Writing to Support Learning series.

To locate this resource, go to the Write for Texas website: http://writefortexas.org. Click on the **Online Materials** tab at the top of the page. Next, click on the **Using Reading and Writing to Support Learning** tab in the column on the left side of the page. Then, after reading the information, click on **Standards and Instruction** (in the middle of the page) to begin working in the Project Share Gateway.

Standards and Instruction has four sections. The suggested time to complete all four sections is 1 hour, plus preparation and class time to implement a classroom teaching activity with your students. You may complete this resource at your own pace. All sections may be completed in a single session, or you may log in multiple times as you work through the information and activities.

Materials and Activities by Section

Section 1. Overview

Professional connection handout: Guiding Principles of Effective Writing Instruction

Section 2. Content Area Informal Writing Activities

- Classroom teacher handout: Content Area Informal Writing Activities
 Review the different types of informal writing activities and content area examples on the handout.
- Classroom teacher and online activity handout: Quick Writing Rounds (referred to as Handout 1)

Review the first and second pages of the handout before watching the video.

- **Online practice activity:** During the video, use the third page of the handout as you practice the guick-write activity.
- **Teaching journal questions:** How could you use the quick-write activity in your classroom? How could it benefit your students?

Think about the questions. Record your responses, ideas, and other thoughts in your teaching journal.

Section 3. Research and Standards

- **Professional connection handout:** Adolescent Literacy Research Summaries (Handout 2) Before watching the first video in this section, review the handout.
- **Professional connection handouts:** General Suggestions for Teaching Writing to Adolescent English Language Learners (Handout 4), Teacher Resources to Support English Language Learners (Handout 5)

After watching the second video, review the suggestions and resources on these two handouts.

Section 4. Effective Instruction

- **Teaching journal questions:** Think about writing assignments you already incorporate in your curriculum. How do you introduce these assignments and teach your students to write about specific content? How do you feel about modeling writing in front of the class, including stopping to think aloud or explaining what you are thinking as you write?
 - Before watching the first video in this section, think about the questions. Record your responses, ideas, and other thoughts in your teaching journal.
- **Classroom teacher handout:** Author's Style or Craft (Handout 9)
 Review the handout before watching the second video in this section.

Tip: Use mentor texts related to your content area to teach students how to recognize and analyze the authors' style or craft (how they write). Then, help students transfer some of the stylistic devices to their own writing.

Classroom teaching activity:

- Choose one of the informal writing activities on the Content Area Informal Writing Activities handout that you would like to try with your students to reinforce or extend student learning of specific content in your curriculum. Plan how you will introduce the activity and explicitly model by reading and thinking aloud as you write in front of the class.
- Explicitly teach the activity to your students.
- **Classroom templates:** Charting Graphic Organizer, Cornell Notes, Multiple-Entry Journals, Recall Note-Taking (for the organizers described in the Content Area Informal Writing Activities handout)

Tip: Model and teach how to use each informal writing activity's graphic organizer. Provide copies for students to use as they complete an activity independently, with a partner, or in a small group.

•	Teaching journal questions: What went well? What would you change in the future? What, if anything, about your students surprised you? Record your responses, ideas, and other thoughts in your teaching journal.
	necord your responses, ideas, and other thoughts in your teaching journal.

WRITE FOR TEXAS

EFFECTIVE WRITING INSTRUCTION GUIDING PRINCIPLES OF

- 1. Use writing and reading to support student learning in all content areas.
- 2. Teach students the thinking skills, processes, and knowledge needed to write effectively.
- 3. Teach students skills for writing effective sentences in order to create coherent texts.
- 4. Provide extra assistance and instruction to students who experience difficulty learning to write.

Content Area Informal Writing Activities

Purpose

Brief written assignments used regularly (daily, every other day, or even multiple times during one lesson) should make up only one part of a lesson. These assignments

- teach students how to actively think about, process, and comprehend content;
- serve as a powerful learning tool that both students and teachers can use to monitor understanding of content; and
- help students understand that learning involves thinking and that writing is one way to process their learning and express their thinking.

Instructional Protocol

- Select and vary the types of writing activities to keep students actively engaged in thinking and learning.
- Explicitly teach the activity, including note-taking, using teacher modeling and thinking aloud in front of students.
- Provide multiple opportunities with guidance and support for students to practice and apply within content area instruction.

Writing Activities	Procedures	Examples	
Quick Writing Rounds	 Display two words or topics. Students select one to write about in their journals or on paper. 	ELAR	In all content areas, select the following:
	Explain that students will have three 1-minute rounds of writing about their selected topic. Students write in complete sentences about their own experiences or	Mathematics	 Content-focused topics or key words in a lesson, current event, or unit of study
	connections to the word, or students use the word at least once in their writing.	Science	 Words or topics that promote metacognition (thinking about
	• When prompted, students write as much as they can		one's own thoughts) or self-
	 Give students two more 1-minute rounds to continue writing on the same selected word or topic. 	Social Studies	ובוברנוסו סו רסוובור

Writing Activities	Procedures	Examples	
Daily Journals	Students write in their journal for 5 to 10 minutes about a teacher-given topic, question, or prompt	ELAR	Describe one type of conflict in "The Most Dangerous Game."
	before, during, or after a lesson. • Teacher periodically checks student journals and provides feedback.	Mathematics	Calculate the area of these shapes (to be determined by curriculum) and then describe the differences in size. Use the terms "less than," greater than," and "equal to" in your sentences.
		Science	Do you think of chemicals as being negative or positive? Give reasons to support your viewpoint.
		Social Studies	If you could go back in time, what questions would you ask President Reagan about the attempt to assassinate him?
Stop and Jot	 Teacher stops during a lesson and gives students a prompt. Students quickly reflect on what they are reading, 	ELAR	Write two questions you have about Romeo and Juliet.
	seeing, or hearing. • Examples include the following: • Evaluating understanding of a topic • Making a connection to something previously learned or experienced • Making a prediction • Questioning anything not fully understood	Mathematics	Explain the steps involved in solving equations.

Writing Activities	Procedures	Examples	
	Teacher circulates and reads what students are writing and asks a few students to share their responses.	Science	You just observed what happened with the balloon rocket. Write why this demonstration is a good example of Newton's Third Law of Motion. Use complete sentences.
		Social Studies	Based on the video we viewed, explain why you think the Constitution has been amended.
Dialogue or Partner Journals	 Students write for a predetermined time (1 or 2 minutes) on a teacher-given prompt. They then pass their writing to a designated peer. Students read and then respond by writing a question, an explanation of why they agree or 	ELAR	Think about Chaucer's <i>The Pardoner's Tale</i> and tell whether you agree with this statement: "Money is the root of all evil." Give reasons to support your position.
	 disagree, or additional thoughts. This written conversation continues back and forth two or three times. Students talk for a few minutes with their partner or group about what was written. 	Mathematics	You have been asked to graph the line whose equation is $3x - 7y = 21$ by using the slope and y-intercept. Write a paragraph describing the steps you would take to complete the task.
	• As a wrap-up, teachers conduct a whole-class discussion.	Science	In a paragraph, describe the characteristics of living things. Include at least six of the following in your description: cells, reproduction, universal genetic code, development, materials and energy, interaction, homeostasis, and evolution.

Writing Activities	Procedures	Examples	
		Social Studies	What does the Civil War have in common with other wars?
Magnet Summaries	 Teacher selects a "magnet" word that demonstrates the main idea of a concept, skill, or text. Students work individually, in pairs, or in groups to look back through the text or their notes and find five to seven words or phrases that connect to the "magnet." Students create a main idea statement by using the magnet word and the related words and phrases. 	ELAR	Student-Listed Phrases: strict code; Student-Listed Phrases: strict code; King Arthur and the Knights of the Round Table; fight for just causes; being courteous, truthful, honest, and loyal Main Idea Statement: King Arthur demanded that the Knights of the Round Table follow a strict code of chivalry that required them to be courteous, truthful, honest, and loyal and to fight for only just causes.
		Mathematics	Magnet Word: estimate Student-Listed Phrases: average 1 box every 10 minutes; move boxes out of basement; estimate how long to move 10 boxes Main Idea Statement: John estimated that if it took about 10 minutes to move 1 box out of the basement, it would take him about 100 minutes to move 10 boxes.

Writing Activities	Procedures	Examples	
		Science	Magnet Word: adaptation Student-Listed Phrases: animals in desert; adjust to harsh, dry conditions; store water; hunt at night when cooler; burrow under sand Main Idea Statement: To survive the harsh, dry conditions in the desert, animals have made adaptations such as storing water in their bodies, hunting only at night, or burrowing under the sand to stay cool.
		Social Studies	Magnet Word: Homestead Act Student-Listed Phrases: 160 acres of land; enabled many to go West; passed by Congress in 1862 Main Idea Statement: In 1862, the Homestead Act enabled many pioneers to go West and start a new life on 160 acres of land.

Writing Activities	Procedures	Examples	
Admit and Exit Slips	 Teacher purposefully selects admit and exit prompts such as a brief summary of assigned reading, an explanation of how the reading connects to their life, 	ELAR	Admit Slip: Explain how the story you read last night connects to your own life.
	or an explanation of now they solved a problem. • Teacher may assign admit slips as a warm-up activity or as homework that students turn in as they enter the classroom. Exit slips can be assigned at the	Mathematics	Admit Slip: Explain how you solved one of the problems from last night's homework.
	end of a lesson and turned in as students leave the classroom.	Science	Exit Slip: In one sentence, describe (lesson's concept or topic). In
			one or two sentences, give a real-life example of it.
		Social Studies	Exit Slip: Write a short summary (6 to 10 sentences) of the article you read and discussed in your group today.

Structured Note-Taking Activities

Writing Activities	Procedures
Reading Like a Writer: Charting	 Provide students with copies of the Charting Graphic Organizer. After students finish a first reading of a text, they number each paragraph. Students reread the text one paragraph at a time. Students fill in the graphic organizer, listing key ideas and writing a summary of what the author is saying in each paragraph. Then, students reread the paragraphs one more time and tell what they notice about the author's style or craft (how the text is written).
Recall Note-Taking	 Students divide a page into two columns and label the columns "Clues" and "Key Points" or use the Recall Note-Taking template. In the right column, students jot down key ideas that summarize what they are learning. (Teacher may provide key points as a scaffold of support.) In the left column, students write clues or questions that will help them remember and recall the key points.
Cornell Notes	 Students divide a page into three sections or use the Cornell Notes template. On the left, students note main ideas and key concepts. (Teacher may provide this part as a scaffold of support.) On the right, students write details and/or questions that connect to the main ideas. At the bottom, students write a summary of what they have learned.
Multiple Entry Journals	Students record the following in a notebook or content area journal or use the Multiple-Entry Journal template.Main concepts and ideasConnections and questions

Writing Activities	Procedures
	Key vocabulary and definitions
	Summary of notes
	• Pictures to help them remember key information

Sources:

Teach for America. (2011). Secondary literacy. Retrieved from http://teachingasleadership.org/sites/default/files/Related-Readings/SL_2011.pdf

Plainfield High School Writing Across the Curriculum Resource Center. (n.d.). Writing prompts and samples. Retrieved from http://teachers.plainfield.k12.in.us/wac/writingprompts.htm

Quick Writing Rounds

Directions

1. Display two words. Have students select one of the words to write about. Ask them to write the word as a title for this round of writing.

Students can write in their writing notebooks or on a sheet of paper. Explain that they are to write in complete sentences. They can write about their own experiences or connections to the word or merely use the word one time in their writing.

- 2. Say: "When I say 'Go,' write as much as you can, as fast as you can, and as well as you can in 1 minute. Any questions? Go!"
- 3. Allow 1 minute.
- 4. Say: "Stop writing. Lift your pen or pencil up in the air. Draw a line underneath what you just wrote to mark off the section."
- 5. Repeat for three rounds.
- 6. Continue doing this activity a few times a week to help students increase their ability to put their thoughts on the page. Discuss what they notice from one round to the next. Ask students to think about what is happening and explain why. For example, students may notice that they write more in each round.

Variation

Have students write for 3 minutes continuously and repeat the process for 3 days (rounds) in a row. Use content words and concepts as a review.

Supporting English Language Learners

The following suggestions for the quick writing rounds activity are intended to support English language learners in the classroom. It is important to linguistically accommodate instruction according to the English proficiency level of students.

- 1. Clearly state that the purpose of the activity is to help students gain experience in putting their thoughts in writing. Emphasize that the activity will not be graded.
- 2. Reassure students that many people feel a little nervous about writing. Emphasize that it is common for someone to think, "I can't write" or "I don't know what to write." Tell students that with practice, it will become easier.
- 3. Make clear that it takes time for good writers to improve their spelling and sentence structure and to increase the amount of writing they can produce. Emphasize that it is OK if students' writing is not perfect in these earlier stages. Over time, students will learn many strategies for improving their writing.

Supporting Students With Learning Disabilities

The following suggestions for the quick writing rounds activity are intended to support students with learning disabilities in the classroom. It is important to accommodate instruction according to these students' individualized education programs.

- 1. Note whether any students need accommodations for writing activities such as dictation software or devices, smart pens, electronic dictionaries, or spelling aids. Be prepared to provide these accommodations.
- 2. Consult with a special education specialist to plan ahead for accommodations.
- 3. Clearly state that the purpose of the activity is to help students gain experience in putting their thoughts in writing. Emphasize that this activity will not be graded.
- 4. Emphasize that many people feel unsure about writing. Tell students that it is common for someone to think, "I can't write" or "I don't know what to write." Share with students that with practice, it will become easier.
- 5. Reassure students that it takes time for good writers to improve their spelling and sentence structure and to increase the amount of writing they can produce. Emphasize that it is OK if their writing is not perfect in these earlier stages. Over time, students will learn many strategies for improving their writing.
- Scaffold the activity by breaking the tasks into smaller "chunks," allowing extra time for responses, and allowing students to use aids such as electronic dictionaries or dictation software.

Source: Anderson, J. (2007). *Everyday editing: Inviting students to develop skill and craft in writer's workshop.* Portland, ME: Stenhouse.

Activity: Quick Writing Rounds

Adolescent Literacy Research Summaries

Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools "This report identifies 11 elements of current writing instruction found to be effective for helping adolescent students learn to write well and to use writing as a tool for learning. It is important to note that all of the elements are supported by rigorous research, but that even when used together, they do not constitute a full writing curriculum" (p. 4).

Elements of Effective Adolescent Writing Instruction

Element	Instructional Description
Writing Strategies	Teach students strategies for planning, revising, and editing their compositions.
Summarizing	Explicitly and systematically teach students how to summarize texts.
Collaborative Writing	Use instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions.
Specific Product Goals	Assign students specific, reachable goals for the writing they are to complete.
Word Processing	Use computers and word processors as supports for writing assignments.
Sentence Combining	Teach students to construct complex, sophisticated sentences.
	Note: Teaching students to focus on the function and practical application of grammar within the context of writing is more effective than teaching grammar as an independent, isolated activity.
Prewriting	Engage students in activities designed to help them generate or organize ideas for their composition.
Inquiry Activities	Engage students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task.
Process Writing Approach	Interweave a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing.
Study of Models	Provide students with opportunities to read, analyze, and emulate models of good writing.
Writing for Content Learning	Use writing as a tool for learning content material.

Source: Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools*. New York, NY: Carnegie. Retrieved from http://all4ed.org/reports-factsheets/writing-next-effective-strategies-to-improve-writing-of-adolescents-in-middle-and-high-schools/

Writing to Read: Evidence for How Writing Can Improve Reading

"This report identifies a cluster of closely related instructional practices shown to be effective in improving students' reading...all of the *Writing to Read* instructional recommendations have shown clear results for improving students' reading. Nonetheless, even when used together these practices do not constitute a full curriculum. The writing practices described in this report should be used by educators in a flexible and thoughtful way to support students' learning" (p. 6).

Writing Practices That Enhance Students' Reading

Instructional Practice	Description
Have students write about the texts they read.	Students' comprehension of science, social studies, and language arts texts is improved when they write about what they read, specifically when they
	 respond to a text in writing (writing personal reactions, analyzing and interpreting the text);
	write summaries of a text;
	write notes about a text; and
	 answer questions about a text in writing, or create and answer written questions about a text.
Teach students the writing skills and	Students' reading skills and comprehension are improved by learning the skills and processes that go into creating text, specifically when teachers
processes that go into creating text.	 teach the process of writing, text structures for writing, and paragraph or sentence construction skills (improves reading comprehension);
	 teach spelling and sentence construction skills (improves reading fluency); and
	teach spelling skills (improves word reading skills).
Increase how much students write.	Students' reading comprehension is improved by having them increase how often they produce their own texts.

Source: Graham, S., & Hebert, M. (2010). *Writing to read: Evidence for how writing can improve reading*. New York, NY: Carnegie. Retrieved from http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf

General Suggestions for Teaching Writing to Adolescent English Language Learners

The following suggestions are intended as guidelines for supporting English language learners (ELLs) in the classroom. It is important to remember to linguistically accommodate instruction according to the English proficiency levels of students. The suggestions below are not an exhaustive list—contact your education service center for additional information about strategies for working with ELLs.

Provide intensive teacher modeling of writing (in front of the class) with explicit examples of all of the thinking processes involved. Verbalize your own thinking and engage ELLs in the process.

- Demonstrate how writers read their own writing and get ideas about what else to write.
- Model some of the questions that writers ask themselves to evaluate what they have written.
- Model exemplary writing practices and demonstrate how writers write about meaningful topics.
- Model how to write for a purpose and for an audience.
- Have ELLs participate during the demonstration, so they have an opportunity to practice and better understand the thinking behind the writing.
- Use a variety of mentor texts as models of effective writing.

Study mentor texts to demonstrate the connection between writing and reading. This practice teaches ELLs to read like writers.

- Include culturally relevant texts and materials that mirror family backgrounds, experiences, characters, and interests to help ELLs make connections between their own lives and school.
- Consider how the text supports ELLs as they write, including what they can try in their own writing.
- Notice the structure of the language and whether it matches the students' stages of language acquisition.
- Point out differences in authors' styles and the distinguishing characteristics of text types.

Establish attainable goals based on ELLs' levels of English proficiency and writing knowledge and skills.

- Sequence and scaffold writing assignments and tasks into manageable steps and small increments.
- Introduce and focus on one writing element or grammatical point at a time.
- Allow time for ELLs to incorporate an element or grammatical point into their own writing.
- Continuously reassess and set new goals based on student progress.
- Ensure that students write frequently. This practice will support end-of-the-year writing requirements of the Texas English Language Proficiency Assessment System.

Incorporate procedural supports (i.e., conferences, planning forms and charts, sentence frames, word lists, and rubrics or checklists for revision or editing), oral language, and many peer-assisted learning opportunities.

- Foster a sense of community that supports taking risks, uses language for real purposes in authentic writing situations, views students and teachers as writers, and encourages collaboration as the norm.
- Have ELLs work in small groups, in pairs, or in triads. Ensure that ELLs are grouped with students who can offer beneficial feedback that will help them improve their writing.
- Help ELLs develop their ideas for writing in English. When ELLs think in their native language first and then try to translate what they are thinking into English, their writing may reflect the nuances of their native language and be difficult to comprehend (e.g., inaccurate verb tenses or word choice). For example, have ELLs brainstorm with others and/or their peers and then read and talk about their writing with their peers or teacher.
- Model for students how to use all procedures and graphic organizers.
- Provide guided practice for students to work together when using rubrics and checklists to clarify criteria and expectations for writers.
- Provide sentence stems for students to access for both oral and written discourse.

Demonstrate how writing and reading reflect thinking and learning. Even though ELLs may have mastered content knowledge, their writing ability may not reflect this knowledge.

"In order to communicate effectively, writers need to know many words and to know those words well. This means knowing the various meanings a word may have (e.g., *Mean, root, log,* and *citation* are all examples of words with multiple meanings.); knowing how to use the word grammatically (e.g., We use a mop to mop the floor, but we don't broom the floor when we use a broom; we sweep it.); knowing the words it typically occurs with (e.g., *toxic waste; poisonous snake*); and knowing its level of politeness or formality (e.g., *kids* versus *children*, *fake* versus *fictitious*). Because this knowledge requires time and multiple exposures to each word in a variety of contexts, ELLs are likely to need a great deal of work in vocabulary in order to read and write like their English-proficient peers" (The Education Alliance: Brown University, 2006).

- Provide opportunities for ELLs to explain their writing and to obtain help in expressing their knowledge effectively.
- Use visual cues, such as having students draw a picture before they write. Then, elicit more detail and provide language models by talking with students about their drawings (e.g., "Tell me more about...").
- Provide rich listening, speaking, and reading experiences; multiple exposures to words; and explicit teaching of definitions and usage.
 - Develop a basic writer's vocabulary (display in room and/or provide individual copies for writing notebooks). Include content area and thematic words.
 - Incorporate lists of Spanish (or other native languages) cognates (i.e., words with common origins and meanings) as applicable.
 - Teach ELLs how to use dictionaries, thesauruses, and computer resources.

Demonstrate how writing is a recursive process.

- Provide opportunities for practice and improvement by having students write frequently.
- Model, model to help students understand all stages of the writing process, what you are asking them to do, how to do it, and why.
- Have ELLs revise and edit a paper in their writing folder or portfolio after they have learned more about a targeted grammatical point or text type or genre.
- Encourage ELLs to think and talk about what they have learned (e.g., "I learned to use a comma after an introductory clause"; "I use more dialogue now"; "I didn't include enough supporting details").
- Prompt for more information or clarification, when necessary.

Teach conventions (grammar, mechanics, usage, and spelling) in the context of actual writing.

"Writing activities provide excellent context for providing the models, practice, explanations, and feedback that ELLs need" (The Education Alliance: Brown University, 2006).

- Provide models by using sentences and examples from mentor texts and teacher writing. "ELLs learn many structural patterns of English unconsciously through hearing them and then using them in their speech...[ELLs] do not have an intuitive sense of what 'sounds right' in English. That sense develops with time and experience. ELLs' grammar improves over time when they are provided with good language models, guided practice, clear explanations, and tactful but explicit feedback on grammatical correctness" (The Education Alliance: Brown University, 2006).
- Encourage ELLs to figure out the spellings of new and different words that express their thoughts.
 - "Some ELLs 'play it safe' when they write, using only words they have memorized or can copy from the classroom print environment. This can result in writing that has no spelling errors but also little individuality" (The Education Alliance: Brown University, 2006).

Provide varied and increasingly challenging writing experiences for students. Scaffold as appropriate to a student's proficiency level.

- Incorporate authentic writing assignments and provide opportunities for ELLs to write on culturally relevant topics.
- Be sure to revisit writing genres that ELLs may or may not have experienced or mastered previously (other grade-level expectations).

Sources:

The Education Alliance: Brown University. (2006). *Teaching diverse learners: Writing*. Retrieved from http://www.alliance.brown.edu/tdl/elemlit/writing.shtml

Haynes, J. (2007). *Tips for teaching ELLs to write*. Retrieved from http://www.everythingesl.net/inservices/tips_teaching_ells_write_10803.php

Kendall, J., & Khuon, O. (2006). *Writing sense: Integrated reading and writing lessons for English language learners K–8*. Portland, ME: Stenhouse.

Teacher Resources to Support English Language Learners

English Language Proficiency Standards Academies

These academies explore ways to increase achievement for English language learners through the English Language Proficiency Standards (ELPS). The ELPS focus on developing academic language in the content areas through the language domains of reading, writing, speaking, and listening in kindergarten through grade 12. Academy participants examine the ELPS and practice writing language objectives using the four domains of the ELPS. The academies also include specific strategies for teachers to use to incorporate the ELPS into their classrooms.

Check your district or education service center professional development catalog for information about ELPS academies offered both face to face and online through Project Share.

Implementing the ELPS: Project Share Online Courses

Implementing the ELPS in English Language Arts and Reading, Mathematics, Science, and Social Studies are now available. These online courses guide content area teachers through the use of the ELPS within sample content area lessons.

Texas English Language Learners Portal

This website provides information about assessment, compliance, accountability, the instructional environment, professional development, and other resources for teachers of English language learners.

Website: http://elltx.org

ELPS Presentations

Presentations are available through Education Service Center Region 20.

Website: http://portal.esc20.net/portal/page/portal/esc20public/ELPS_ EnglishLanguageProficiencyStandards

A+RISE Instructional Strategies Linked to the ELPS

Resources are available through Project Share for teachers of students in grades 9–12. Check the Gadgets section of your Project Share My Portal page.

Author's Style or Craft

Literary	>	>	>	>	>	>	`	>
Personal Narrative	`	`	`	`	`	`	`	`
Expository	`	`	`	`	,	,	,	
English Language Arts and Reading Texas Essential Knowledge and Skills Glossary Definition	The pattern an author constructs as he or she organizes his or her ideas and provides supporting details (e.g., cause-and-effect, compare-and-contrast, sequential/chronological order, logical order, proposition-and-support, problem-and-solution)	Use of a variety of sentence types (simple, compound, complex)	Words or phrases that help to sustain a thought or idea through the writing. They link sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas.	The author's thoughtful use of precise vocabulary to fully convey meaning to the reader	Language layered with meaning by word images and figures of speech, as opposed to literal language	The author's particular attitude either stated or implied in the writing	Words an author uses to help the reader experience the sense elements of the story. Sensory words are descriptions of the five senses: sight, sound, touch, smell, and taste.	The time and place in which a narrative occurs. Elements of the setting may include the physical, psychological, cultural, or historical background against which the story takes place.
Stylistic Device	Organizational pattern	Sentence variety	Transitional words and phrases	Word choice	Figurative language	Tone	Sensory language	Setting

Author's Style or Craft (cont.)

Stylistic Device	English Language Arts and Reading Texas Essential Knowledge and Skills Glossary Definition	Expository	Personal Narrative	Literary
Evidence*	Facts, ideas, or reasons used to support the thesis or claim of an author	`	>	
Dialogue	The lines spoken between characters in fiction or a play. Dialogue in a play is the main vehicle in which plot, character, and other elements are established.		`	>
Point of view	The perspective from which the events in the story are told. The author may choose to use any of the following:			
	 Omniscient/third-person omniscient: The narrator tells the story in third person from an all-knowing perspective. The knowledge is not limited by any one character's view or behavior, as the narrator knows everything about all characters. 			`
	 Omniscient/third-person limited: The narrator restricts his knowledge to one character's view or behavior. 			>
	 Objective: The narrator reveals only the actions and words without the benefit of the inner thoughts and feelings. 			>
	 First person/subjective: The narrator restricts the perspective to that of only one character to tell the story. 		`	>
	 Limited: A narrative mode in which the story is told through the point of view of a single character and is limited to what he or she sees, hears, feels, or is told. 		>	`

*Definition not included in the English Language Arts and Reading Texas Essential Knowledge and Skills Glossary.

Charting Graphic Organizer

1	Key Words and Phrases	Content (essential information)	Author's Style or Craft (stylistic devices)
1			

Source:

Jendian, M. (2004, February). *Charting a text: Teaching non-fiction texts in the high school classroom*. Presentation at the meeting of California Teachers of English, San Diego, CA.

Cornell Notes

Main Ideas and Key Concepts	Details and Questions
Sum	mary

Source:

Multiple-Entry Journals

Key Ideas and Main Concepts	Connections and Questions
Key Vocabulary	and Definitions
Summary	of Notes
Illustration or Grap	hic Representation

Source:

Teach for America. (2011). Secondary literacy. Retrieved from http://teachingasleadership.org/sites/default/files/Related-Readings/SL_2011.pdf

Recall Note-Taking

Clues	Key Points

Source:

Teach for America. (2011). Secondary literacy. Retrieved from http://teachingasleadership.org/sites/default/files/Related-Readings/SL_2011.pdf

Handouts

Using Reading and Writing to Support Learning

Gateway Resource URAW0002

Using Reading and Writing to Support Learning

GATEWAY RESOURCE ID: URAW0002

Reading Like a Writer: Text Types

Reading Like a Writer: Text Types is the second online resource in the Using Reading and Writing to Support Learning series.

To locate this resource, go to the Write for Texas website: http://writefortexas.org. Click on the **Online Materials** tab at the top of the page. Next, click on the **Using Reading and Writing to Support Learning** tab in the column on the left side of the page. Then, after reading the information, click on **Reading Like a Writer: Text Types** (in the middle of the page) to begin working in the Project Share Gateway.

Reading Like a Writer: Text Types has two sections. The suggested time to complete both sections is 45 minutes, plus preparation and class time to implement a classroom teaching activity with your students. You may complete this resource at your own pace. All sections may be completed in a single session, or you may log in multiple times as you work through the information and activities.

Materials and Activities by Section

Section 1. Major Text Types in the ELAR TEKS

Classroom teacher handout: Text Types (page 1) and Common Text Structures (page 2)
 After watching the video, review the common genres and types of text on page 1 of the handout.

Tip: Model how to analyze mentor texts of different text types. Focus on each author's style and craft to help students recognize the characteristics or elements of a text type. Provide repeated exposure and analysis of different text types throughout the year so students can transfer what they learn from other authors to their own writing and develop their own unique writing style.

Classroom teaching activity:

- Select a text you currently use in your instruction. Using page 1 of the handout, identify the genre and text type of your selected text.
- Review page 2 of the handout. Using the key words in the middle column, identify the text structures in your selected text. Keep in mind that authors rarely use just one kind of text structure or pattern in their writing.

- Using the content area examples in the right column of page 2 as a guide, develop a writing topic or assignment you can use with your students to reinforce or extend content learning. Write it in your teaching journal.
- **Teaching journal questions:** How do you currently teach different text types? Do you prompt students to discuss a text and debate what type of text it is? How do you (or could you begin to) provide these types of opportunities? Why is it important to read and write a variety of text types throughout the year?
 - Think about the questions. Record your responses, ideas, and other thoughts in your teaching journal.
- Classroom teacher handout and classroom template: Reading Like a Writer: I-Charts and Mentor Texts (pages 1–2), Inquiry Chart (I-Chart) (page 3)
 Review the handout and template.
- Classroom teaching activity: Plan a lesson that uses an I-chart to (1) incorporate mentor texts to help your students transfer what they learn to their own content area writing and (2) gather and organize information for an informational essay or research-related project. Write your plan in your teaching journal.

Section 2. Reading Like a Writer

• Classroom teacher handout: Reading Like a Writer: Charting (Handout 11)
Read the handout.

Tip: Explicitly model and teach this interactive reading-writing strategy to help students deepen their understanding of content area texts. Provide students with multiple opportunities to practice the strategy in pairs, in small groups, and individually.

- Online activity handout: Solidarity and Support (Handout 12)
 Read the essay.
- Online activity handout and classroom template: Charting Graphic Organizer (Handout 13)

 Use the graphic organizer as you complete the online practice activity.

Tip: Model and teach your students how to complete the graphic organizer as they use the charting strategy to reread and analyze a content-related text. Include multiple opportunities for students to practice the strategy with guidance and support.

Online practice activity and videos:

- After watching the first video, identify and list key words and phrases for each paragraph of the "Solidarity and Support" essay in the corresponding column of the Charting Graphic Organizer.
- After the second video, summarize the content for the "Solidarity and Support" essay in the next column of Handout 13.
- After the final video, complete the last column of Handout 13 for the "Solidarity and Support" essay.
- **Teaching journal questions:** What did you learn about the author's style or craft from the charting activity? What techniques do you want to try in your own writing? How could you use the charting strategy in your classroom to improve students' reading and writing? In what ways could you differentiate the strategy for students of different levels? Which texts that you currently use are conducive to charting? How have you used mentor texts as models in your classroom?
 - Think about the questions. Record your responses, ideas, and other thoughts in your teaching journal.

Text Types

Texts can be divided into two major types: literary and informational (from the Texas Essential Knowledge and Skills). Within these types, specific genres represent possible reading and writing texts that can be used in the content areas.

Literary	Informational	
	Expository and Procedural	Persuasive
 Autobiographies 	• Essays	• Essays
Biographies	• Reports	• Editorials
 Personal narratives 	Summaries	Advertisements
Short stories	Analyses	Sales pitches
• Poetry	Newspaper articles	Campaign speeches
Dramas and plays	Magazine articles	
• Mysteries	• Definitions	
 Folktales, myths, and fables 	• Directions	
Memoirs	Interviews	
• Obituaries	• Letters	
 Cartoons and comic strips 	Reviews	
	• Critiques	
	Procedures (how-to guides)	
	Newscasts	
	Pamphlets	
	Game rules	
	Announcements	
	• Brochures	
	Job applications	
	Observational notes	

Sources:

Teach for America. (2011). Secondary literacy. Retrieved from http://teachingasleadership.org/sites/default/files/Related-Readings/SL_2011.pdf

Stempel, A. R. (2010). An introduction to analytical text structures. Retrieved from http://www.adlit.org/article/39554/

Common Text Structures

Writers use text structures or organizational patterns to organize and present information. Key words differentiate and characterize each text structure or pattern.

Text Structures (Organizational Patterns)	Key Words	Examples of Content Area Writing
Concept and Definition (Descriptive) The writer describes or explains a topic or phenomenon by listing unique characteristics, features, and examples.	for example, involves, can be, defined, for instance, also, within, contain, make up	 Provide a detailed definition of democracy. What is figurative language?
Sequence (Procedural or Process) The writer tells the reader how to do something (step by step) or describes how something is done.	to begin with, first, second, in addition, next, then, last, finally, another, also, earlier, later, now, before, after, following, while, meanwhile, during, not long, when, on (date)	 A science lab report An explanation of how to solve a complex, multistep math problem
Compare and Contrast The writer explains the similarities and differences between at least two objects or ideas. The purpose is to develop the relationship between the objects or ideas and, in the process, explain both in detail.	different from, same as, alike, like, similar to, unlike, as well as, yet, either or, not only but also, compared to, in contrast, while, resembles, although, most, however, on the other hand, opposite, opposed to, similarly	 Compare and contrast a trapezoid and a parallelogram. Compare and contrast Oedipus and Creon as leaders. Compare and contrast the major elements of Christianity and Buddhism.
Cause and Effect The writer presents a reason or motive for an event, situation, or trend and then explains its result or consequence.	because, so that, thus, unless, therefore, since, in order to, as a result of, this led to, then, reasons for, then so, for this reason, consequently, an explanation for, this reason, nevertheless, thus accordingly	 Explain how Descartes' discovery of the coordinate plane changed mathematics. How and why do plants grow? How and why do totalitarian governments form?
Problem and Solution The writer states a problem and lists one or more solutions for the problem. A variation of this pattern is the question-and-answer format, in which the author poses a question and then answers it.	a problem is, a solution is, solved by, an alternative, possible answer, issue, therefore, conclusion, evidence is, a reason for	 What could be done to reduce pollution? What can the Federal Reserve do to keep economic crises from spinning out of control?

Reading Like a Writer: I-Charts and Mentor Texts

Lesson Overview

- Incorporates the instructional practice of inquiry charts (I-charts)
- Includes various forms of mentor texts, including print and multimedia
- Differentiates instruction and scaffolds critical thinking by providing a structure for students to learn questioning strategies, note-taking, summarizing, synthesizing, and comparing
- · Works for the whole class, small groups, and individuals
- Serves as an organizational tool for writing and the research process
- Includes three steps: planning, interacting, and integrating and evaluating

Note: Successful implementation involves explicit instruction—teacher modeling and thinking aloud followed by multiple opportunities for guided practice.

Planning

- Create a large I-chart for display and/or make copies of individual charts (see the sample I-chart provided later in this handout).
- Identify the topic of inquiry: content area genre or writing form, stylistic writing device, or grammatical point. Place the topic in the left column of the top row. **Optional:** Provide or have students select a content area topic to research.
- Develop relevant questions about the topic. Place questions in the top row of the I-chart, one for each column.
- Collect a variety of mentor texts to critically evaluate and synthesize. Write the title of each mentor text in the left column of the I-chart, one per row.
- If necessary, arrange for time in a library or computer lab with Internet access.

Interacting

- Explore and discuss prior knowledge about the selected topic.
- Critically read (and reread) each mentor text—noticing how authors write to communicate their ideas and message.
- Record relevant information under each question in the corresponding row for a mentor text. Use either sticky notes or write directly on the chart.
- Add new questions that arise for a particular text in the Other Questions column.

Integrating and Evaluating

• Synthesize, compare and contrast, and evaluate what has been learned from each mentor text (horizontally across each row) and across texts (vertically down each column). Reread and think about responses noted for each question. Discuss competing ideas discovered across mentor texts and new questions to explore based on missing or conflicting information.

- Generate concise summary statements (one or two sentences) that move beyond a surface-level understanding. Summarize what was learned in each mentor text (last column) and for each question across texts (bottom row).
- Use the I-chart to help students imitate in their own writing what they learned from the mentor texts. **Optional:** Use the I-chart to organize student writing of an informational essay or other research-related project.

Sources:

Assaf, L., Ash, G., Saunders, J., & Johnson, J. (2011). Renewing two seminal literacy practices: I-charts and I-search papers. *English Journal*, 18(4), 31–42.

Simon, C. A. (n.d.). Strategy guide: Inquiry charts (I-charts). Retrieved from http://www.readwritethink.org/professional-development/strategy-guides/inquiry-charts-charts-30762.html

Inquiry Chart (I-Chart)

Question 1 Question 2 Question 3 Question 4 Other Summary for Each Text or Source				exts
Topic:	Text or Source 1:	Text or Source 2:	Text or Source 3:	Summary for All Texts and Sources

Source: All About Adolescent Literacy. (n.d.). Inquiry chart (1-chart). Retrieved from http://www.adlit.org/pdfs/strategy-library/ichart.pdf

Reading Like a Writer: Charting

Charting is an interactive reading—writing strategy that can help students learn to read like writers and, ultimately, improve their own writing. It generates a high level of student engagement with text and helps students delve deeper into an author's meaning and writing style or craft.

Charting models how good readers stop periodically to think as they read. It helps students to further analyze what they have read and deepen their understanding. It is typically used with expository text and helps students develop metacognitive knowledge, which is an awareness and understanding of how one thinks and uses strategies.

In this version, charting involves mapping or graphically representing different aspects of a text to facilitate analysis and evaluation. After students finish a first reading of a text, they can apply the charting strategy as they reread each paragraph. On a graphic organizer, students identify the key ideas, summarize what the author is saying in the paragraph, and develop a deeper understanding of the author's style of writing.

When teaching and using charting, focus on the thinking and reasoning behind responses. If students do not agree, help them to work toward consensus, citing the text as evidence to support their responses. Foster an understanding that there is more than one way to chart a text.

- 1. Conduct a first reading of an expository or persuasive essay. Read through the essay once.

 The purpose of this reading is to gain a general understanding of what the author is saying.
- 2. Number each paragraph of the essay (write the numbers in the margin or on sticky notes). Then, list the paragraph numbers in the first column of the chart.
- 3. Reread each paragraph. Identify key words and phrases in each paragraph. Write the key words and phrases in the second column of the chart. Ask the following questions:
 - What words and phrases are related to the development of the topic?
 - Which words and phrases occur more than once or most often (ignore pronouns and synonyms)?
- 4. For each paragraph, summarize the content, or what the author is saying, in the corresponding column on the chart.
 - Use the key words and phrases to write this summary for each paragraph. Link the key words with necessary articles and other words needed for coherence. Students may use any form of the key words and may put the words in any order to create a sentence that makes sense and conveys the author's message.
 - Reread the completed summary sentence. Ask questions that include the following:
 - What is the author's message?
 - Have I included key words and phrases in my summary statement?
 - Have I paraphrased the essential information?
 - Revise your summary statement, if necessary.

- 5. Reread each paragraph. In the Author's Style or Craft column, write what you notice about the author's writing style or craft or how the paragraphs are written. Ask the following questions:
 - What do you notice about the way the author writes?
 - How does it affect you, the reader?
 - How does the author interest, engage, or motivate you?
 - Which stylistic devices do you want to try in your own writing?
- 6. Discuss in groups or as a whole class how the text was charted.
 - Summary statements that use key words
 - Comments on the author's writing style or craft
 - Specific techniques and stylistic devices to emulate in your own writing

Sources:

Jendian, M. (2007). Teaching expository texts in the high school classroom. Los Angeles, CA: Author.

Tompkins, G. E., & Blanchfield, C. L. (2005). *50 ways to develop strategic writers: Grades 4–12*. Upper Saddle River, NJ: Pearson Education.

Solidarity and Support

Susan Newman is a social psychologist, a blogger for "Psychology Today Magazine," and the author of "Under One Roof Again: All Grown Up and (Re)learning to Live Together Happily."

December 26, 2011

Not since the Great Depression have so many young adults turned to their immediate relatives as an economic lifeline. In the 1960s, for example, independence was the strived-for virtue; returning home, "unthinkable." If children didn't grow up, find jobs and live independently, parents were seen as enablers, the children as failures. That stigmatized view has faded fast during the recession.

Family of origin has become a lifeboat for roughly one in five 25- to 34-year-olds who move in with parents to wait out the economic storm. Sure, there are potential complications and emotional minefields left over from the parenting years, but once the kinks are sorted out, the benefits for young and old are clear.

Some argue that living with parents stunts development and prolongs adolescence. I see the camaraderie as an opportunity to get to know each other in ways not possible when living together as parent and child. Delayed maturity in young adults happens only if parents continue to cater to their adult children's needs as if they were still 10-year-olds. Living with parents as young adults provides the chance to know parents as people and similarly for parents to see their adult children as grownups with ideas, skills and talents to admire.

Bunking in with parents allows struggling young adults to save for an apartment or house, to hold out until they find a meaningful job, or to start to pay down student loans — the average being \$24,000, but soaring over \$100,000 for some. In return, most adult children assist parents in-kind.

Rather than having a negative effect, the recession has renewed values with the emphasis on family solidarity and support. The advantages of the multigenerational family, a model immigrant families have always practiced, will keep more parents and young adults together. Even when young adults can afford a place of their own, many say, "I'm still here." Money will be saved on housing but will be spent on consumer goods, aiding the economy. However, living under the same roof for the long or short haul will remain a configuration that defines American families in the foreseeable future.

Source: Newman, S. (2011, December 26). Solidarity and support. *The New York Times*.

Charting Graphic Organizer

1	Key Words and Phrases	Content (essential information)	Author's Style or Craft (stylistic devices)
1			

Source:

Jendian, M. (2004, February). *Charting a text: Teaching non-fiction texts in the high school classroom*. Presentation at the meeting of California Teachers of English, San Diego, CA.

Handouts

Using Reading and Writing to Support Learning

Gateway Resource URAW0003

Using Reading and Writing to Support Learning

GATEWAY RESOURCE ID: URAW0003

Using Features of Literary and Informational Text to Guide Reading

Using Features of Literary and Informational Text to Guide Reading is the third online resource in the Using Reading and Writing to Support Learning series.

To locate this resource, go to the Write for Texas website: http://writefortexas.org. Click on the **Online Materials** tab at the top of the page. Next, click on the **Using Reading and Writing to Support Learning** tab in the column on the left side of the page. Then, after reading the information, click on **Using Features of Literary and Informational Text to Guide Reading** (in the middle of the page) to begin working in the Project Share Gateway.

Using Features of Literary and Informational Text to Guide Reading has three sections. The suggested time to complete all three sections is 1 hour. You may complete this resource at your own pace. All sections may be completed in a single session, or you may log in multiple times as you work through the information and activities.

Materials and Activities by Section

Section 1. Engaging With Text

Classroom teacher handout, online activity handout, and classroom template: Engaging With Text (Literary on page 1 and Informational on page 2)

Review the handout, which you will use in Sections 2 and 3.

Tip: Explicitly model and teach your students how to actively engage and interact as they read content area texts by using the appropriate genre-based framework on the handout. Provide copies of the handout for students' writing folders or notebooks.

Section 2. Literary Think-Aloud

- Online activity handout: Sample Notes
- **Online activity and videos:** As you watch the videos of the teacher think-aloud for a literary text, refer to the Sample Notes handout and page 1 of the Engaging With Text handout (from Section 1).

• Online practice activity: After the last video, reread the story. Mark any parts that you find interesting or confusing. Think about how you would model a literary think-aloud for your students.

Classroom teaching activity:

- Select a literary text you currently use (or plan to use) in your classroom. Use that literary text to develop a think-aloud to model the stages of reading. Include explicit modeling to help students develop different skills for different texts.
- Write your plan for your think-aloud in your teaching journal.

Section 3. Informational Think-Aloud

- Online activity handouts: 7 Keys to Effective Feedback, Notes Framework
- · Online practice activity and videos:
 - As you watch the first video of the teacher think-aloud for an informational text, refer to page 2 of the Engaging With Text handout (from Section 1).
 - Using page 2 of the Engaging With Text handout as a reference, read the informational article "7 Keys to Effective Feedback" and take notes on the Notes Framework handout.
 - Watch the second video. Then, reread the article. Make additions or corrections to your notes.
 - Watch the final video.

Engaging With Literary Text

Before Reading

Set the Stage

- What is the title? Who is the author? What background information do you have (back, cover, foreword, introduction, class discussion)?
- What is the type of text (novel, short story, poem)?
- When and where was the story written?

Set a Purpose

- Why are you reading it?
- What information do you already have about your purpose for reading (class discussion, writing assignment, class notes)?

During Reading

Predict, Question, Relate to Prior Knowledge, Summarize

- Who are the main characters?
 - How are they related to one another (family, friends, colleagues, enemies, etc.)?
 - Who narrates the story?
- What is the story about? What are the main themes?
- When and where does the story take place?
- How does the reading relate to what you learned in class? How does it relate to other readings?
- How does the author communicate with the reader? What is the effect?

Rereading

Reread or Examine Portions of the Text Marked or Noted Earlier

- Select quotes related to the writing assignment, themes, character descriptions, major plot points, etc.
- Revisit sections you found confusing or interesting.
- How did this reading relate to other readings?

After Reading

Organize and Connect

- Write (or discuss) your summary of the text.
- Brainstorm and generate a list of themes and evidence.
- Organize quotes and notes related to the writing assignment to help you develop your ideas.
- Make a chart that compares readings and/or class notes (if applicable).

Engaging With Informational Text

Before Reading

Set the Stage

- · What is the title?
- Is the text divided into sections?
- Preview the text (read the introduction, summary, and key definitions).
- What do you already know about this topic?

Set a Purpose

- · Why are you reading it?
- What information do you already have about your purpose for reading (class topic, class notes, class discussion, writing assignment)?

During Reading

Predict, Question, Relate to Prior Knowledge, Summarize

- What are the key components of the topic?
- How does the reading relate to what you learned and discussed in class?
- What do you find confusing?
- What do you find interesting?
- Summarize sections as you read.
- Make a list of questions you still have about the topic.

Rereading

Reread or Examine Portions of the Text Marked or Noted Earlier

- Revisit sections you found confusing or interesting.
- How did the text relate to other readings or class discussion?

After Reading

Organize and Connect

- Organize your notes into an outline.
- Create a list or notecards of key vocabulary.
- · Explain to someone what you read.
- Explain how the reading relates to the purpose.

Sample Notes

"The House on Mango Street" by Sandra Cisneros (a Latina)

Literary text (story, plot, characters)

Series of vignettes (short stories) set in the Latino section of Chicago

Tells the coming of age (growing up) of Esperanza Cordero

Cisneros writes in clear, simple prose that is rich in meaning and feeling.

Words to remember and look up:

vígnettes

7 Keys to Effective EFED BACK

Advice, evaluation, grades—none of these provide the descriptive information that students need to reach their goals. What is true feedback—and how can it improve learning?

Grant Wiggins

ho would dispute the idea that feedback is a good thing? Both common sense and research make it clear: Formative assessment, consisting of lots of feedback and opportunities to use that feedback, enhances performance and achievement.

Yet even John Hattie (2008), whose decades of research revealed that feedback was among the most powerful influences on achievement, acknowledges that he has "struggled to understand the concept" (p. 173). And many writings on the subject don't even attempt to define the term. To improve formative assessment practices among both teachers and assessment designers, we need to look more closely at just what feedback is—and isn't.

What Is Feedback, Anyway?

The term *feedback* is often used to describe all kinds of comments made after the fact, including advice, praise, and evaluation. But none of these are feedback, strictly speaking.

Basically, feedback is information about how we are doing in our efforts to reach a goal. I hit a tennis ball with the goal of keeping it in the court, and I see where it lands—in or out. I tell a joke with the goal of making people laugh, and I observe the audience's reaction—they laugh loudly or barely snicker. I teach a lesson with the goal of engaging students, and I see that some students have their eyes riveted on me while others are nodding off.

Here are some other examples of feedback:

- A friend tells me, "You know, when you put it that way and speak in that softer tone of voice, it makes me feel better."
- A reader comments on my short story, "The first few paragraphs kept my full attention. The scene painted was vivid and interesting. But then the dialogue became hard to follow; as a reader, I was confused about who was talking, and the sequence of actions was puzzling, so I became less engaged."
- A baseball coach tells me, "Each time you swung and missed, you raised your head as you swung so you didn't really have your eye on the ball. On the one you hit hard, you kept your head down and saw the ball."

Note the difference between these three examples and the first three I cited—the tennis stroke, the joke, and the student responses to teaching. In the first group, I only had to take note of the tangible effect of my actions, keeping my goals in mind. No one volunteered feedback, but there was still plenty of feedback to get and use. The second group of examples all involved the deliberate, explicit giving of feedback by other people.

Whether the feedback was in the observable effects or from other people, in every case the information received was not advice, nor was the performance evaluated. No one told me as a performer what to do differently or how "good" or "bad" my results were. (You might think that the reader of my writing was judging my work, but look at the words used again: She simply played back the effect my writing had on her as a reader.) Nor did any of the three people tell me what to do (which is what many people erroneously think feedback is-advice). Guidance would be premature; I first need to receive



Feedback vs. Advice

- > You need more examples in your report.
- > You might want to use a lighter baseball bat.
- > You should have included some Essential Questions in your unit plan.

These three statements are not feedback; they're advice. Such advice out of the blue seems at best tangential and at worst unhelpful and annoying. Unless it is preceded by descriptive feedback, the natural response of the performer is to wonder, "Why are you suggesting this?"

As coaches, teachers, and parents, we too often jump right to advice without first ensuring that the learner has sought, grasped, and tentatively accepted the feedback on which the advice is based. By doing so, we often unwittingly end up unnerving learners. Students become increasingly insecure about their own judgment and dependent on the advice of experts—and therefore in a panic about what to do when varied advice comes from different people or no advice is available at all.

If your ratio of advice to feedback is too high, try asking the learner, "Given the feedback, do you have some ideas about how to improve?" This approach will build greater autonomy and confidence over the long haul. Once they are no longer rank novices, performers can often self-advise if asked to.

feedback on what I did or didn't do that would warrant such advice.

In all six cases, information was conveyed about the effects of my actions as related to a goal. The information did not include value judgments or recommendations on how to improve. (For examples of information that

is often falsely viewed as feedback, see "Feedback vs. Advice" above and "Feedback vs. Evaluation and Grades" on p. 15.)

Decades of education research support the idea that by teaching *less* and providing *more* feedback, we can produce greater learning (see Bransford,

Brown, & Cocking, 2000; Hattie, 2008; Marzano, Pickering, & Pollock, 2001). Compare the typical lecture-driven course, which often produces lessthan-optimal learning, with the peer instruction model developed by Eric Mazur (2009) at Harvard. He hardly lectures at all to his 200 introductory physics students; instead, he gives them problems to think about individually and then discuss in small groups. This system, he writes, "provides frequent and continuous feedback (to both the students and the instructor) about the level of understanding of the subject being discussed" (p. 51), producing gains in both conceptual understanding of the subject and problem-solving skills. Less "teaching," more feedback equals better results.

Feedback Essentials

Whether feedback is just there to be grasped or is provided by another person, helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent.

Goal-Referenced

Effective feedback requires that a person has a goal, takes action to achieve the goal, and receives goal-related information about his or her actions. I told a joke—why? To make people laugh. I wrote a story to engage the reader with vivid language and believable dialogue that captures the characters' feelings. I went up to bat to get a hit. If I am not clear on my goals or if I fail to pay attention to them, I cannot get helpful feedback (nor am I likely to achieve my goals).

Information becomes feedback if, and only if, I am trying to cause something and the information tells me whether I am on track or need to change course. If

some joke or aspect of my writing *isn't* working—a revealing, nonjudgmental phrase—I need to know.

Note that in everyday situations, goals are often implicit, although fairly obvious to everyone. I don't need to announce when telling the joke that my aim is to make you laugh. But in school, learners are often unclear about the specific goal of a task or lesson, so it is crucial to remind them about the goal and the criteria by which they should self-assess. For example, a teacher might

For example, a teacher might say,

- The point of this writing task is for you to make readers laugh. So, when rereading your draft or getting feedback from peers, ask, How funny is this? Where might it be funnier?
- As you prepare a table poster to display the findings of your science project, remember that the aim is to interest people in your work as well as to describe the facts you discovered through your experiment. Self-assess your work against those two criteria using these rubrics. The science fair judges will do likewise.

Tangible and Transparent

Any useful feedback system involves not only a clear goal, but also tangible results related to the goal. People laugh, chuckle, or don't laugh at each joke; students are highly attentive, somewhat attentive, or inattentive to my teaching.

Even as little children, we learn from such tangible feedback. That's how we learn to walk; to hold a spoon; and to understand that certain words magically yield food, drink, or a change of clothes from big people. The best feedback is so tangible that anyone who has a goal can learn from it.

Alas, far too much instructional

feedback is opaque, as revealed in a true story a teacher told me years ago. A student came up to her at year's end and said, "Miss Jones, you kept writing this same word on my English papers all year, and I still don't know what it means." "What's the word?" she asked. "Vag-oo," he said. (The word was vague!)

Sometimes, even when the information is tangible and transparent, the performers don't obtain it—either

Performers can only adjust their performance successfully if the information fed back to them is stable, accurate, and trustworthy.

because they don't look for it or because they are too busy performing to focus on the effects. In sports, novice tennis players or batters often don't realize that they're taking their eyes off the ball; they often protest, in fact, when that feedback is given. (Constantly yelling "Keep your eye on the ball!" rarely works.) And we have all seen how new teachers are sometimes so busy concentrating on "teaching" that they fail to notice that few students are listening or learning.

That's why, in addition to feedback from coaches or other able observers, video or audio recordings can help us perceive things that we may not perceive as we perform; and by extension, such recordings help us learn to look for difficult-to-perceive but vital information. I recommend that all teachers videotape their own classes at least once a month. It was a transformative experience for me when I did it as a beginning teacher. Concepts that had been crystal clear to me when I was teaching seemed opaque and downright confusing on tape—captured also in the many quizzical looks of my students, which I had missed in the moment.

in 12 of the 25 students once the lecture was underway. The behaviors included texting under desks, passing notes, and making eye contact with other students. However, after the small-group exercise began, I saw such behavior in only one student."

Such care in offering neutral, goalrelated facts is the whole point of the clinical supervision of teaching and of good coaching more generally. Effective performer concentrate on only one or two key elements of performance than to create a buzz of information coming in from all sides.

Expert coaches uniformly avoid overloading performers with too much or too technical information. They tell the performers one important thing they noticed that, if changed, will likely yield immediate and noticeable improvement ("I was confused about who was talking in the dialogue you wrote in this paragraph"). They don't offer advice until they make sure the performer understands the importance of what they saw.

By teaching less and providing more feedback, we can produce greater learning.

Actionable

Effective feedback is concrete, specific, and useful; it provides *actionable* information. Thus, "Good job!" and "You did that wrong" and *B*+ are not feedback at all. We can easily imagine the learners asking themselves in response to these comments, What *specifically* should I do more or less of next time, based on this information? No idea. They don't know what was "good" or "wrong" about what they did.

Actionable feedback must also be accepted by the performer. Many so-called feedback situations lead to arguments because the givers are not sufficiently descriptive; they jump to an inference from the data instead of simply presenting the data. For example, a supervisor may make the unfortunate but common mistake of stating that "many students were bored in class." That's a judgment, not an observation. It would have been far more useful and less debatable had the supervisor said something like, "I counted ongoing inattentive behaviors

supervisors and coaches work hard to carefully observe and comment on what they observed, based on a clear statement of goals. That's why I always ask when visiting a class, "What would you like me to look for and perhaps count?" In my experience as a teacher of teachers, I have always found such pure feedback to be accepted and welcomed. Effective coaches also know that in complex performance situations, actionable feedback about what went right is as important as feedback about what didn't work.

User-Friendly

Even if feedback is specific and accurate in the eyes of experts or bystanders, it is not of much value if the user cannot understand it or is overwhelmed by it. Highly technical feedback will seem odd and confusing to a novice. Describing a baseball swing to a 6-year-old in terms of torque and other physics concepts will not likely yield a better hitter. Too much feedback is also counterproductive; better to help the

Timely

In most cases, the sooner I get feedback, the better. I don't want to wait for hours or days to find out whether my students were attentive and whether they learned, or which part of my written story works and which part doesn't. I say "in most cases" to allow for situations like playing a piano piece in a recital. I don't want my teacher or the audience barking out feedback as I perform. That's why it is more precise to say that good feedback is "timely" rather than "immediate."

A great problem in education, however, is untimely feedback. Vital feedback on key performances often comes days, weeks, or even months after the performance—think of writing and handing in papers or getting back results on standardized tests. As educators, we should work overtime to figure out ways to ensure that students get more timely feedback and opportunities to use it while the attempt and effects are still fresh in their minds.

Before you say that this is impossible, remember that feedback does not need to come only from the teacher, or even from people at all. Technology is one powerful tool—part of the power of computer-assisted learning is unlimited,

Feedback vs. Evaluation and Grades

- > Good work!
- This is a weak paper.
- > You got a C on your presentation.
- I'm so pleased by your poster!

These comments make a value judgment. They rate, evaluate, praise, or criticize what was done. There is little or no feedback here—no actionable information about what occurred. As performers, we only know that someone else placed a high or low value on what we did.

How might we recast these comments to be useful feedback? Tip: Always add a mental colon after each statement of value. For example,

- "Good work: Your use of words was more precise in this paper than in the last one, and I saw the scenes clearly in my mind's eye."
- "This is a weak paper: Almost from the first sentence, I was confused as to your initial thesis and the evidence you provide for it. In the second paragraph you propose a different thesis, and in the third paragraph you don't offer evidence, just beliefs."

You'll soon find that you can drop the evaluative language; it serves no useful function.

The most ubiquitous form of evaluation, grading, is so much a part of the school landscape that we easily overlook its utter uselessness as actionable feedback. Grades are here to stay, no doubt-but that doesn't mean we should rely on them as a major source of feedback.

all great achievers and problem solvers little league coaches say, "The problem

timely feedback and opportunities to use it. Peer review is another strategy for managing the load to ensure lots of timely feedback; it's essential, however, to train students to do small-group peer review to high standards, without immature criticisms or unhelpful praise.

Ongoing

Adjusting our performance depends on not only receiving feedback but also having opportunities to use it. What makes any assessment in education *formative* is not merely that it precedes summative assessments, but that the performer has opportunities, if results are less than optimal, to reshape the performance to better achieve the goal. In summative assessment, the feedback comes too late; the performance is over.

Thus, the more feedback I can receive in real time, the better my ultimate performance will be. This is how all highly successful computer games work. If you play Angry Birds, Halo, Guitar Hero, or Tetris, you know that the key to substantial improvement is that the feedback is both timely and ongoing. When you fail, you can immediately start over-sometimes even right where you left off—to get another opportunity to receive and learn from the feedback. (This powerful feedback loop is also userfriendly. Games are built to reflect and adapt to our changing need, pace, and ability to process information.)

It is telling, too, that performers are often judged on their ability to adjust in light of feedback. The ability to quickly adapt one's performance is a mark of

in a wide array of fields. Or, as many is not making errors; you will all miss many balls in the field, and that's part of learning. The problem is when you don't learn from the errors "

Consistent

To be useful, feedback must be consistent. Clearly, performers can only adjust their performance successfully if the information fed back to them is stable, accurate, and trustworthy. In education, that means teachers have to be on the same page about what highquality work is. Teachers need to look at student work together, becoming more consistent over time and formalizing their judgments in highly descriptive

rubrics supported by anchor products and performances. By extension, if we want student-to-student feedback to be more helpful, students have to be trained to be consistent the same way we train teachers, using the same exemplars and rubrics.

Progress Toward a Goal

In light of these key characteristics of helpful feedback, how can schools most effectively use feedback as part of a system of formative assessment? The key is to gear feedback to long-term goals.

Let's look at how this works in sports. My daughter runs the mile in track. At the end of each lap in races and practice races, the coaches yell out *split times* (the times for each lap) and bits of feedback ("You're not swinging your arms!" "You're on pace for 5:15"), followed by advice ("Pick it up—you need to take two seconds off this next lap to get in under 5:10!").

My daughter and her teammates are getting feedback (and advice) about how they are performing now compared with their final desired time. My daughter's goal is to run a 5:00 mile. She has already run 5:09. Her coach is telling her that at the pace she just ran in the first lap, she is unlikely even to meet her best time so far this season, never mind her long-term goal. Then, he tells her something descriptive about her current performance (she's not swinging her arms) and gives her a brief piece of concrete advice (take two seconds off the next lap) to make achievement of the goal more likely.

The ability to improve one's result depends on the ability to adjust one's pace in light of ongoing feedback that measures performance against a concrete, long-term goal. But this isn't what most school district "pacing guides" and grades on "formative" tests tell you.

If I am not clear on my goals or if I fail to pay attention to them, I cannot get helpful feedback.

They yield a grade against recent objectives taught, not useful feedback against the *final* performance standards. Instead of informing teachers and students at an interim date whether they are on track to achieve a desired level of student performance by the end of the school year, the guide and the test grade just provide a schedule for the teacher to follow in delivering content and a grade on that content. It's as if at the end of the first lap of the mile race, My daughter's coach simply yelled out, "B+ on that lap!"

The advice for how to change this sad situation should be clear: Score student work in the fall and winter against spring standards, use more pre- and post-assessments to measure progress toward these standards, and do the item analysis to note what each student

Grant Wiggins provides additional insights about feedback at ASCD's Inservice blog: http://inservice .ascd.org/category/educational-leadership



needs to work on for better future performance.

"But There's No Time!"

Although the universal teacher lament that there's no time for such feedback is understandable, remember that "no time to give and use feedback" actually means "no time to cause learning." As we have seen, research shows that *less* teaching plus *more* feedback is the key to achieving greater learning. And there are numerous ways—through technology, peers, and other teachers—that students can get the feedback they need.

So try it out. Less teaching, more feedback. Less feedback that comes only from you, and more tangible feedback designed into the performance itself. And, of course, send me some feedback on this article at gwiggins@authentic education.org.

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Notes Framework

"Seven Keys to Effective Feedback" Author: Grant Wiggins

Definition of Feedback and Examples

Feedback Essentials Goal-Referenced

Tangible and Transparent

Actionable

User-Friendly

Timely

Ongoing

Consistent

Progress Toward a Goal

Challenges

Feedback vs. Advice

Feedback vs. Evaluation and Grades

Handouts

Using Reading and Writing to Support Learning

Gateway Resource URAW0004

Using Reading and Writing to Support Learning

GATEWAY RESOURCE ID: URAW0004

Thinking Like an Expert: Teacher Modeling and Think-Alouds

Thinking Like an Expert: Teacher Modeling and Think-Alouds is the fourth online resource in the Using Reading and Writing to Support Learning series.

To locate this resource, go to the Write for Texas website: http://writefortexas.org. Click on the **Online Materials** tab at the top of the page. Next, click on the **Using Reading and Writing to Support Learning** tab in the column on the left side of the page. Then, after reading the information, click on **Thinking Like an Expert: Teacher Modeling and Think-Alouds** (in the middle of the page) to begin working in the Project Share Gateway.

Thinking Like an Expert: Teacher Modeling and Think-Alouds has four sections. The suggested time to complete all four sections is 1 hour, plus preparation and class time to implement a classroom teaching activity with your students. You may complete this resource at your own pace. All sections may be completed in a single session, or you may log in multiple times as you work through the information and activities.

Materials and Activities by Section

Section 1. Guidelines for Modeling and Thinking Aloud

Classroom teacher handout: Thinking Like an Expert: Guidelines for Modeling and Thinking Aloud in Content Area Classrooms

Review the handout.

Tip: Use this handout as a guide when planning a lesson to model for students the thinking processes involved when reading or writing texts, completing tasks, and solving problems in your content area.

Section 2. Sample Science Think-Aloud

Online activity handout: Where Do Baby Turtles Go During Their Lost Years?
 Number paragraphs 1 to 16 in this sample science text.

 Classroom teacher handouts: Pronouncing and Defining Words Routine (Handout 3), Scaffolding Pronunciation (Handout 4), Scaffolding the Definition of Words
 Read the three handouts.

Tip: Refer to these strategies when introducing and teaching content area vocabulary.

· Online practice activity and videos:

- Read the sample science text, "Where Do Baby Turtles Go During Their Lost Years?" Select three to five words you would preteach based on your students' needs.
- Watch the teacher think aloud in the videos. Follow along in the sample science text.

Section 3. Sample Math Think-Aloud

- Online activity handout: For the Unemployed, the Day Stacks Up Differently Number paragraphs 1 to 6 in this sample math text.
- Online practice activity and videos: Watch the teacher think aloud in the videos. Follow along in the sample math text.

Section 4. Develop a Think-Aloud

Classroom teacher activity:

- Select a literary or informational text you currently use (or plan to use) in your content area classroom. Plan and prepare a teacher think-aloud lesson. Use the handout Thinking Like an Expert: Guidelines for Modeling and Thinking Aloud in Content Area Classrooms. You may also want to refer to the Engaging With Text handout from the Using Features of Literary and Informational Text to Guide Reading resource (URAW0003).
- Teach the lesson to your students.

Thinking Like an Expert: Guidelines for Modeling and Thinking Aloud in Content Area Classrooms

Thinking aloud is an instructional strategy that helps students learn how to monitor their own thinking and learning. It involves overtly sharing what you are thinking and the decisions you are making as you process information while reading or writing texts, completing tasks, and solving problems in your content area.

Before the Think-Aloud Lesson

- Select a short section of text, a task, or problem. Make a copy for display during the demonstration lesson. If applicable, make copies for students.
- As you prepare, put yourself in the role of your students. Consider what students need to know how to do: to read and comprehend the text; draft, revise, and edit their writing; complete the task; or solve the problem.
- Think about your own experiences related to the specific content, skill, or strategy. Make explicit for students what you automatically and subconsciously do.
- Decide where you will stop and think aloud.
- Plan what you will say at each stopping point. On a sticky note (or in the margin), write questions and comments that come to mind. Use "I" statements to tell what you are thinking or doing as you read and think through the text. Place these notes directly beside each part of the text, task, or problem.

The following general strategies and sample prompts can be used to demonstrate how experts construct meaning as they read or write texts, complete tasks, and solve problems.

General Strategies	Sample Prompts
Preview the Text, Task, or Problem and Notice Text Features Recognize and use text features and cues to text structure such as transitions, headings, illustrations, captions, charts, etc.	 Ask: How is the text organized? "The [title, author, pictures, captions, book design] makes me think of" "The title makes me think that this will be about" "The comments on the back cover lead me to believe that" "The [photographs, charts, diagrams,
	headings, subheadings] make me think that"

General Strategies	Sample Prompts
 Hypothesize, Infer, Draw Conclusions Make predictions, hypotheses, and conjectures. Test and verify their validity. Develop and evaluate proofs. Revise as new information is revealed. Distinguish between facts and opinion based on empirical or scientific evidence. Detect fallacies in authors' evidence. Discern cause-and-effect relationships. 	 Ask: What [predictions, hypotheses, conjectures] can I make based on? "Based on, I [predict, hypothesize, infer, draw the conclusion] that" Ask: Are my hypotheses holding up, or do I need to change my predictions? "I think that will happen next because" "I wonder whether" Ask: What inferences do I need to make to fill in gaps in the information? What is the author implying? "I imagine the author believes" "The evidence [proves, disproves]" Ask: What conclusions can I draw based on this information? "This could help me with" "Because happened then, I bet the next thing that will happen is" "This is like" "I think because" "I notice" " makes me rethink"
 Visualize Create mental images by "seeing" people, events, and relationships between concepts. Develop and adapt images to match new information as you continue to read or complete the task or problem. 	 "In my mind, I see" "I imagine" "I see" "I have a picture of" "Now I have a clearer understanding of because"

General Strategies	Sample Prompts
 Connect Identify the topic and consider personal knowledge about the topic. Ask: What do I know about this or a similar topic that might help me? Make connections to what has been read previously or already learned. Apply what is being learned to your own life. 	 "This reminds me of because" "This [connects, does not connect] to what I already [know, read] because" "This part is like because" "This is similar to" "This makes me think of" "This is helping me to think about"
 Monitor Comprehension and Use Fix-Up Strategies to Clarify Confusion Reread. Read aloud. Slow down and reread. Read on and see whether the confusion clears up. Replace unknown words with familiar ones that make sense in context or look up words in a dictionary. Review and synthesize previous ideas or information and look for patterns. If still confused, try another strategy or ask for help. 	 Ask: Is this making sense? "This [is, is not] making sense because" "This makes sense now because" "No, I think it means" Ask: When did I lose track? When did it start to go wrong? "This part is really saying" "At first I thought but now, I think" "Something I could do is" "Because I do not understand this word, a good strategy would be to" Ask: Do I need to put pieces of information together to see a pattern? "I need to revise my thinking by" "What I thought this was about no longer makes sense to me because"

During the Think-Aloud Lesson

- Begin by explaining what a think-aloud is, why it is helpful, and when to use it. Explain that you will think aloud to show what is going on inside your head as you read or write text, complete a task, or solve a problem. Clarify that students will only observe and not interact with you. Questions and comments will be shared afterward.
- Display the text, task, or problem and have copies for students so they can follow along.
- Begin reading aloud or writing text, completing a task, or solving a problem. Stop frequently to think aloud at designated places.
- Underline or circle words and phrases that prompt the use of a particular skill or strategy.

After the Think-Aloud Lesson

- Discuss and list the cues and strategies used during the think-aloud.
- Ask students to identify other situations in which they could use the same strategies as they read or write different texts, complete tasks, or solve problems.
- Provide ample opportunities for students to practice with similar texts, tasks, or problems in small groups or with a partner.

Examples of Thinking Aloud in the Content Areas

English Language Arts

"When I was in high school, we read Homer's *The Odyssey*, and I was lost from the start. I skipped the introduction, which summarized the plot, and had no idea about the literary devices that were used. So today, I will share what I think as I read as a model to help you get the most from this famous poem. First, as I open the text, I see there is a chart called *People and Places* and some guidelines for reading an epic. So I read these parts for background information. Now I understand that long ago, *odyssey* did not refer to a journey; Odysseus is the hero, also known as Ulysses.

"As I start reading the first section, 'I am Laertes' son, Odysseus,' I see that the hero will tell his own story. But already I am stuck on the next lines: 'Men hold me formidable for guile in peace and war'—what does that mean? I thought *guile* meant 'crafty deception.' So I got a dictionary and found a second meaning, 'cunning in attaining a goal.' That makes sense in war. Going on, I read that 'My home is on the peaked sea-mark of Ithaca'—I'm sure he did not mean Ithaca, New York! Oh, there is a side note—it is an island off Greece. Reading on, he says the rocky isle was good for a boy's training, and I pictured him climbing the rocky areas and pushing himself to new physical limits, overcoming fear. I love to rock climb, too!"

Mathematics

"I know it's hard to read math texts, so I will think aloud to show you how making connections as you read helps you understand things better. Turn to the chapter *Systems of Linear Equations*. Let's read the first part together, and I will explain how I figure it out by reading text, examples, and problems as a chunk, instead of trying to understand every sentence. First, there is a definition: 'An equation is termed linear if, in a given set of variables, each term contains only one variable, to the first power, or is a constant.'

"I think to myself, 'I like numbers, but I do not easily grasp written explanations.' So instead of trying to figure out this sentence yet, I will continue reading for some examples. So I read Example A: 4x + y = 8 is linear in x and y, but 4xy + y = 8 is not, due to the presence of xy.' Next, I compare this example to the definition. Now it makes more sense: There are two terms in the first equation, 4x and y, and both have only one variable. But the term 4xy has two variables. So I get that. But what does it mean in the definition—'to the first power'? All the numbers are to the first power. So I look ahead to the problems to see whether there is a clue. Aha, problem C: 'Is $5x^2 - t + 6 = 0$ a linear equation?' No, because it has a second power. Next, I need to figure out the meaning of constant; I'm not sure, so I go to the glossary to double-check my thinking. Yep, it is a number on its own and an opposite to the word variable."

Science

"Who can draw an ionic compound?" When no hands went up, the teacher realized students overlooked the figures in the text during the homework reading. "I'll do a think-aloud to show you how to figure it out. So I am you last night, reading along on the page about how combining sodium ions and chloride ions creates sodium chloride. I try to picture that in my mind and what I see is stirring eggs in a cake mix where the ingredients dissolve together. But is that the right image? I see that the text says 'see Figure 7-2.' I quit reading the words and spend a few minutes analyzing the graphic of a cube-like structure with green and gray dots. What is the point? Then I read the sidebar explaining the figure, and I see that it asks: 'How many sodium ions surround each chloride ion?' Hmm, I did not even look for a pattern like that. That is cool. No matter which chloride ion I look at all over the 3D cube, there are always three sodium ions around it—and vice versa when chloride ions surround the sodium ions. So that is what they mean by balancing the electrical charges."

Social Studies

Noting that students complained about too much homework, especially studying for tests, the teacher asked how many students reread the entire chapter. Almost all students did. To help them see how to skim and scan, she modeled the process with a think-aloud.

"We just read Chapter 6 on the federal era. I start my studying by going to the table of contents to check what I already know. Yes, I think I am clear about Section 1, the new government at work. I understand the Bill of Rights and the judiciary and executive offices, but I do not recall Hamilton's fiscal program. So I look up that page and quickly read just the first sentence of every paragraph until I see in the fifth paragraph that his program included three recommendations. I jot these in my notes.

"Returning to the table of contents, I see that I am confident about the next set of topics, but I recall the teacher emphasizing the Alien and Sedition Acts, so I will brush up on those, too. And then I will reread the summary at the end of the chapter—that will help me on the essay."

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Where Do Baby Turtles Go During Their Lost Years?

By Ed Yong

Never agree to write a turtle's biography. You will, at one crucial point, run out of material.

Every sea turtle begins life in the same way. It hatches within its buried nest, forces its way to the surface, and sprints toward the water past a gauntlet of crabs, birds, and other predators. Many die, but they emerge in such numbers that there are plenty of survivors. They dive beneath the waves... and disappear.

By the time Atlantic loggerhead turtles start showing up in coastal waters again, they have grown from palm-sized infants into large animals whose shells are a couple of feet long. They must have been away for several years, but their movements are secrets withheld by the vastness of the ocean. We know the beaches that the baby turtles hatch from and many of the sites where adults go to feed and breed, but their biographies are missing the all-important childhood chapters.

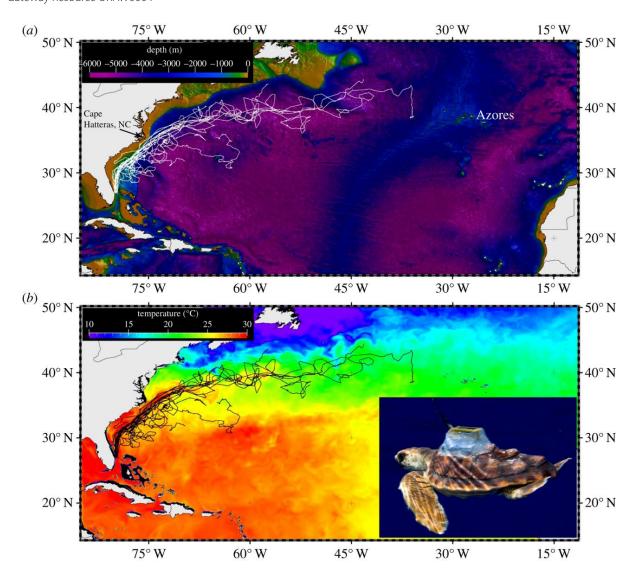
"It is easy to walk along a beach, counting nesting females or successful hatchlings," says Katherine Mansfield from the University of Central Florida, who has studied turtles for over 20 years. "It is much harder to survey an entire ocean basin."

Mansfield does not have to. By fitting 17 newborn loggerheads with tiny satellite tags, she has tracked their movements and made a clear map of their so-called "lost years."

Her team took a long time to perfect the tags and tested them extensively in the lab to make sure that they would not interfere with the tiny babies. They could not be too heavy, so the team used solar panels rather than clunky batteries. They could not be too buoyant either. And most importantly, they had to stick for as long as possible. When the team used glue, the turtles' shells grew so quickly that the tags all fell off within few weeks.

"We realized that the turtles' shells are made of keratin—the same thing as human fingernails," says Mansfield. "So we contacted my collaborator's manicurist, and she suggested using an acrylic base coat to seal the shell from peeling." Her idea worked. The tags finally stuck.

The team released the turtles off the southeast coast of Florida, and the tags tracked their movements for anywhere from 27 to 220 days.



At first, the babies all followed the Gulf Stream, the warm current that flows from the tip of Florida past the eastern seaboard of the United States and across the Atlantic Ocean. They hugged the edge of the continent at first, but once they got past North Carolina, they left these predator-rich waters and headed eastward into more open waters. In just 7 months, one of them swam as far as the Azores—more than 3,000 miles away—before its tag finally came off.

Some of this fits with what scientists had guessed, based on circumstantial evidence. Loggerheads that hatch in Florida clearly head northeast because loggerheads in the eastern Atlantic are genetically linked to those that nest in the west and also bigger.

Mansfield's data also offered a few surprises. Most people assumed that the turtles stay within the North Atlantic Gyre—a set of powerful currents that circle clockwise around the Atlantic and that include the Gulf Stream. That is mostly right, but the turtles were not carving a fast or straight path across the Atlantic. Overall, they headed in the right direction, but they also spent a lot of time going in local circles. Some of these deviations took them out of the Gyre altogether into the Sargasso Sea—an area in the middle of the Atlantic rich in floating sargassum seaweed.

"The basic overall pattern of movement is similar to what has been proposed previously, but there is considerable variation in the individual paths that different turtles take," says Ken Lohmann at the University of North Carolina, who studies the magnetic senses of turtles.

"The findings are consistent with recent models suggesting that young turtles are active navigators and do not simply drift passively with the currents," he added. "They also support the idea that turtles use regional magnetic fields as open-ocean navigational markers and correct their headings when they are in danger of swimming too far north or south."

Mansfield also suggests that the turtles might have encountered a floating habitat, like sargassum, and just stayed with it until they ended up in the Sargasso Sea. Sargassum is a good habitat for a baby turtle. Its brown fronds, branches, and floats provide shelter from predators. They also absorb a lot of sunlight, warming the local water by 6 degrees over the surrounding ocean. Turtles are cold-blooded and could grow faster in warmer waters, reaching sexual maturity at an earlier age and outgrowing potential predators.

The turtles also spent most of their time near the ocean surface—another trait that would help to keep them warm. Water is water to us. To a turtle, the seaweed-filled surface waters are the equivalent of luxury accommodation.

Mansfield now wants to study the lost years of other turtle species, including those from other oceans with different currents and scarce sargassum. "There are so many questions that still need answering," she says.

Source: Young, E. (2014, March). Where do baby turtles go during their lost years? *National Geographic*. Retrieved from http://phenomena.nationalgeographic.com/2014/03/04/where-do-baby-turtles-go-during-their-lost-years/

Pronouncing and Defining Words Routine

- Write the words on the board with the syllables identified.
- Say the word with students:
 - Speak slowly, enunciating each syllable.
 - Stress each accented syllable.
- Repeat two or three times at a normal rate of speech.
- Tell students the simplified explanation or have them read the explanation with you.
- Repeat the word and its definition.

Scaffolding Pronunciation

- Always pronounce content-specific words when introducing vocabulary.
- Frequently remind students to use the routine.
- Be respectful of English language learners and speakers of nonstandard dialects.

Scaffolding the Definition of Words

- Always provide a student-friendly definition (include illustrations or diagrams where appropriate) for any new academic or content-specific word.
- Check students' understanding of the word:
 - Options include asking partners to use the word in a sentence or to give examples of the word.
 - Support students who struggle, and reword the student-friendly definition if necessary.
- Gradually increase the precision and technicality of the definition. Start with a student-friendly definition, and then scaffold toward an understanding of the formal definition as it would be used in the discipline. For example:
 - Hypothesis: something you think is true, but you are not sure (student-friendly)
 - *Hypothesis*: an unproven answer to a question (slightly more technical)
 - Hypothesis: an untested theory about something unknown (more formal)
- Point out cognates and false cognates:
 - $\bullet \quad \text{www.colorincolorado.org/cognates.pdf}\\$
 - www.latinamericalinks.com/spanish_cognates.htm
 - http://textproject.org/resources/spanish-english-cognates
 - www.miguelmllop.com/glos/index.php
- For assistance when planning and composing the simplified explanations of words, refer to the following Web sites:
 - www.oup.com/elt/catalogue/teachersites/oald7/?cc=global
 - http://dictionary.cambridge.org/results.asp?dict=A
 - www.mathwords.com

August 2, 2009 METRICS

For the Unemployed, the Day Stacks Up Differently

By Amanda Cox, Shan Carter, Kevin Quealy, and Amy Schoenfeld

Nearly 1 in 10 members of the American work force are unemployed—a level not seen in 27 years.

Without a paying job, these Americans have picked up other forms of labor: vacuuming the house, sending out résumés, taking classes, and caring for family. And the unemployed have more time for leisure and socializing.

Sunday Business analyzed new data from the American Time Use Survey to compare the 2008 weekday activities of the employed and unemployed. The comparison may seem obvious, but differences in time spent by these two groups can be striking.

On an average weekday, the unemployed sleep an hour more than their employed peers. They tidy the house, do laundry, and do yard work for more than two hours, twice as much as the employed. The unemployed also spend an extra hour in the classroom and an additional 70 minutes in front of the television.

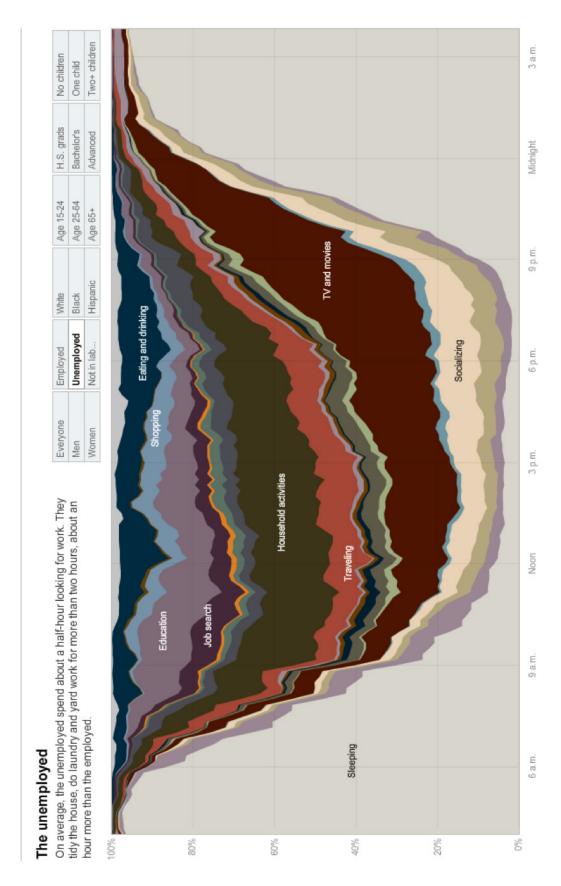
The annual time use survey, which asks thousands of residents to recall every minute of a single day, is important to economists trying to value the time spent by those not bringing home a paycheck.

"If all we were doing is substituting production at home for production in the marketplace," said Daniel S. Hamermesh, an economics professor at The University of Texas at Austin, "then maybe unemployment wouldn't be so bad."

Source: Cox, A., Carter, S., Quealy, K., & Schoenfeld, A. (2009, August 2). For the unemployed, the day stacks up differently. *The New York Times*, p. BU5. Retrieved from http://www.nytimes.com/2009/08/02/business/02metrics.html

How Different Groups Spend Their Day

The American Time Use Survey asks thousands of American residents to recall every minute of a day. Here is how people over age 15 spent their time in 2008. Related article



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